

## BOOK STORE UNDER FIRE

STUDY OF ORDERING AND INVENTORY CONTROL LAUNCHED.

In the October 17 edition of the McGill Free Press, an exchange of letters was published which brought to light the most recent bookstore controversy. This one featured Professor A. Arnold, chairman of the German Department, Professor D. E. Armstrong, chairman of the Bookstore Committee, and G. A. Ramsay, Bookstore manager. Professor Arnold cited a number of "stock outs"; Professor Armstrong stated that the management was doing its best under difficult circumstances. We decided to "get both sides of the story." In interviews with the people involved, some detached observers, and a few students, we got more than two sides of one story: we uncovered another more fundamental problem—why university bookstores can't really work.

"The bookstore's primary purpose is to ensure that books and other items are available in the quantities and at the times required by staff and students."

Administration Handbook.

"There has never been a stock-out of German 150 and extension since the end of August. At no time up to yesterday afternoon was Kessler 1 or 1(a) out of stock at the bookstore."

G. A. Ramsay, Bookstore Manager.

"Students were coming to my office, and saying they wanted to quit for lack of text books . . . I ordered fifty sets of texts for German 150 and extension (Kessler) by telegram from Germany."

Professor A. Arnold, Chairman, Department of German.

Well, . . . Is there really anything to say after that? This article was supposed to present both sides of the most recent bookstore controversy, since every story *does* have two sides.

But in this case, one suspects that the two sides are really incidental to the true problem. Can any university bookstore live up to the Administration Handbook definition.

Professor D. E. Armstrong, the chairman of the bookstore committee, as much as admits that the bookstore cannot fulfill its function as set out in the Administration Handbook without greatly increased funds.

"I can just about guarantee that there'll be shortages in some courses again next year," he says, and continues, "Of course, with a much bigger bookstore to handle about double the inventory and a huge increase in hand-

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ling costs, we could come close to perfection."

These increases would of course mean a heavy boost in prices to students. And the additional cost to the university would simply negate any positive aspects of such a revision of present policy.

### nebulous acquisition policies

But, it's not quite as simple as all that. For instance, present bookstore acquisition policies are rather nebulous, at least to someone on the outside. Mr. Ramsay gave a few instances, reading from various "advance order forms" in his files. These forms are sent to all departments at the end of February, and are marked "Urgent. Return immediately."

However, at the bottom of the forms, in insignificant type, is a potentially much more important message. It asks the professors, rather timidly, to "feel free" to make use of the bookstore's statistics on the books sold in each course. Exercise of this prerogative would prevent such incidents as ordering two hundred books for a registration of two-fifty (figuring second-hand sales of around fifty) — when there are a hundred books left over from last year's order.

Examples of simple lack of communication like the above are endless. Perhaps a professor does check with the bookstore to see how many are left of a particular book, finds there are more than enough to cover the next year's expected registration, and so orders few or none. Then, in the fall he discovers that the book is also being used in an unrelated course: there is a stock-out.

Or registration for particular courses is greater than expected.

With the above as just some of the quirks of fate that must be handled,

there is an even more formidable, built-in set of problems that plague every university bookstore in North America.

Professor Armstrong pointed out a few.

"The bookstore does half its yearly sales in a fortnight. That means peaking the staff — using part-time, temporary help, who really can't be expected to be experts. It creates a friction with the customers. But it's a friction born out of ignorance — rational ignorance because of the nature of the operation — and it's no reflection on the competency of the permanent bookstore personnel."

And the idea that the bookstore will guarantee all books on all courses is one that would make any private bookseller shudder, says Armstrong.

The bookstore manager, Mr. Ramsay, says:

"If we started ordering books up to one hundred per cent of the expected registration, with no allowance for second-hand sales, or stock in hand — well, in the first place we couldn't afford it, but if we did, . . . Why the publishers would just revoke our return privileges."

Meanwhile, Professor Arnold of the German Department is saying, "The solution to the whole problem would be to order all books in the quantities asked for by the professor. Then the responsibility for any missing books would be on them."

Mr. Ramsay admits that there have been a few instances of unexplained clerical mistakes, but he maintains that, on the whole, he and his staff have been serving the students and faculty well. He has received a few "keep up the good work" calls since the troubles with the German Department began.

Professor Arnold, on the other hand, also has been getting some encouragement for his views. He mentioned a number of other professors who sympathized with him and who were

having similar problems, or had had them in the past.

It's interesting to note that his sympathizers were all involved in languages, literature, or classics — courses in which there would tend to be a substantially smaller second-hand book market. Maybe ordering policies need to be related more closely with the characteristics of each course, possibly with electronic data processing. (Of course, that again means added costs.)

### why not larger discounts?

Asked whether he and his colleagues and the students would be willing to put up with an increase in prices, in return for a more efficient bookstore, Professor Arnold answered a flat and fast, "No!"

Professor Arnold is also concerned, to a lesser extent, with the prices at the bookstore. He cited two or three universities that gave ten per cent discounts, and wondered why McGill is giving only three per cent.

Mr. Ramsay had a ready answer: nearly any university that gives discounts is being subsidized.

"McMaster and Carleton gave discounts last year, and they both lost money at it. The University of Toronto figures that if its bookstore gave a ten per cent discount, it would need an \$80,000 subsidy to make up the loss."

About McGill bookstore's three per cent discount, he said:

"Although our gross profit is around 22%, the net profit comes to only about 3.4%. And this year, with the discount, we're giving most of that back to the students."

Ramsay went on to mention that the discount could have been five per cent if it hadn't been for a 2.4% loss on "stock shrinkage" (shoplifting, etc.).

Professor Arnold mentioned an instance where he had ordered, air-mail express, a shipment of fifty sets of books directly from the German distributor. He had then sold the books directly to the students for less than the bookstore price. Even with the orbitant shipping charges, his department made a small profit.

Explanation: Mr. Ramsay and the bookstore cannot order direct from Germany; they must order from the Canadian distributor, who also wants to make money. Ramsay showed me the invoice for that particular set of books when ordered from the Canadian distributor. The price on the invoice is the price charged in the bookstore.

An experienced bookdealer and librarian says there is really no way for a bookstore to get around distributors, short of getting professors to order their books individually. Which is hardly a practical solution.

### what about stock-outs?

Are there really any solutions to problems like stock-outs, cramped aisles between huge piles of books, rising prices, and inevitably dissatisfied students and members of faculties?

Says Professor Armstrong: "I really don't know whether we have the best possible system. We can probably find some answers when we undertake a study to make the system a little more explicit. Right now I think it's a little too informal."

On the 23rd of October, at the meeting of the bookstore committee, a proposal for just such a study was accepted.\* The directors of the study will be Mr. Ramsay, Mr. Grimson, one student representative, and one faculty representative.

A management consultant will be hired to take over the supervision of the enquiry; to avoid any political implications, he'll probably be from outside the university.

The specific purpose of this study will be "to assess the existing textbook ordering and inventory control system and to determine if and how it can be improved." Interesting phrasing; not whether the system needs improving, but if it can be.

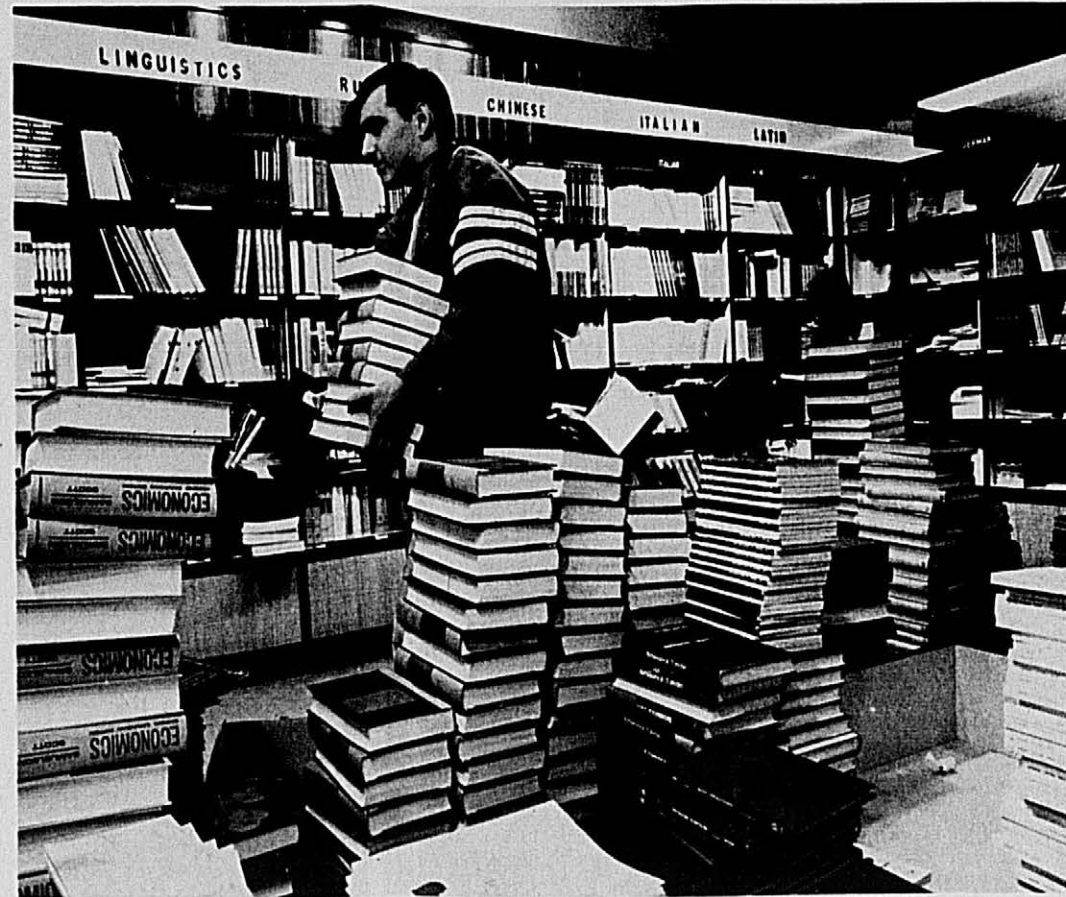
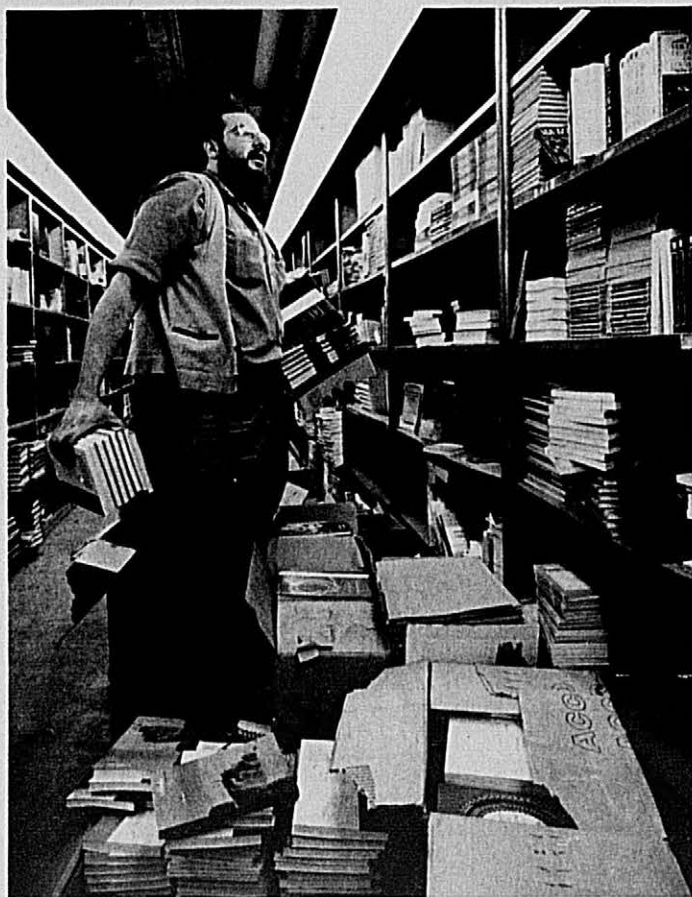
The very fact that the committee is instituting the study indicates that it knows there is something a bit off with the present system. What is a bit surprising is that this is apparently the first time it's been questioned. Surely there have been complaints before.

Professor Arnold pointed out that in 1965, the Humanities Division had unanimously passed a motion to inform the bookstore that it should be more completely fulfilling its function.

Perhaps the bookstore and its committee are finally beginning to have some doubts.

\*The terms of reference for the study of textbook "stock-outs" at the McGill Bookstore approved by the Bookstore Committee at the October 23rd meeting are reprinted in the Gazette on page 2.

W. VIGNEAULT



"Of course, with a much bigger bookstore to handle about double the inventory and a huge increase in handling costs, we could come close to perfection."



## SENATE MEETS TODAY

7 p.m., Council Room of Leacock  
Tickets available at the Registrar's Office  
from 10 a.m.

### AGENDA

#### A. UNFINISHED BUSINESS FROM OCTOBER 31 MEETING:

##### V. Committee Reports:

- Nominating Committee
- Academic Policy
- University Scholarships
- Other Committees

##### VI. Faculty reports

##### VII. New business:

- Appointment of Time-Table Coordinator
- Tenure of teaching staff
- Proposed Joint McGill — Queen's University Press
- Remembrance Day Service
- Statutory selection committees for Chairs in Medicine, Pediatrics, History, Psychiatry, Education, Law, Sociology and Anthropology
- Delegates to Academic Functions
- Preliminary Registration figures
- Other Business

#### B. SPECIAL BUSINESS:

Consideration of Bill 57 (Law on the Council of Education).

## Notice of meetings

NOVEMBER 11 — 18

**MONDAY 11:** Board of Governors Executive Committee: 12 noon, Faculty Club.

**TUESDAY 12:** University Administration: 10 a.m., Room 609, Administration Bldg.

Deans: 12:15 p.m., Principal's Office.  
M.A.U.T. Executive: 12:30 p.m., Faculty Club.

Graduate Faculty Committee on Research: 2:30 p.m., Graduate Conference Rm.

Faculty of Engineering: 4 p.m., Engineering Faculty Room.

**WEDNESDAY 13:** Physical Sciences Division IV: 4:10 p.m., Room 102, Physics Bldg.

**THURSDAY 14:** Senate Committee on Development: 2:30 p.m., Room 609, Administration Bldg.

**MONDAY 18:** Council of Faculty of Arts and Science: 3:30 p.m., Arts Council Rm.

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## MINUTES

MINUTES OF A SPECIAL MEETING OF SENATE HELD ON FRIDAY, OCTOBER 18TH, 1968, AT 12:00 NOON IN THE BOARD ROOM OF THE ADMINISTRATION BUILDING.

### Present:

The Principal, *in the Chair*  
Vice-Principal Oliver  
Dean Woods  
Dean McCutcheon  
Dean Jay  
Dean Hall  
Dean Frost  
Dean Cohen  
Dean Blume  
Dean Solin  
Professor Trentman  
Professor Frankel  
Professor Ferguson  
Professor Hirschfeld  
Miss Reynolds  
Professor Webster  
Mr. Brown  
Mr. Finlayson  
Mr. Justice Hyde  
Professor Neilson  
Professor Malloch  
Professor Bindra  
Professor Horowitz  
Professor Yates  
Professor Durnford  
The Registrar, *Secretary*

Mr. Tunis was present as Information Officer.

Regrets at being unable to be present were received from Vice-Principal Winkler, Dean Dion, Dean d'Ombain, Professor Briant, Mr. Wood, Professor Pavlasek, Professor Beck and Professor Bates.

### 45. PURPOSE OF MEETING

The Principal said that this special meeting of Senate had been called at the request of the President of the Students' Society, the business of the meeting being, as stated in the notice of meeting, "to consider current problems in CEGEPs and other post-secondary and secondary institutions."

The Principal then reviewed the sequence of events since Mr. Hajaly had telephoned him on the subject on October 11th. He had informed Mr. Hajaly the following day that he would call a special meeting but, with due notice being served, the meeting could not be held until October 18th. Mr. Hajaly had asked whether the meeting would be open and the Principal had replied that it would not since Senate had decided that the first open meeting should not take place until the first meeting of the reconstituted Senate on October 31st. Mr. Hajaly had raised no objection at this time. The Principal said that yesterday he had received a letter from Mr. Hajaly, following a meeting of the Students' Council, requesting that the meeting be open. The Principal had replied that he could not make this decision himself but that he would present the proposal to Senate for its decision. The Principal then asked whether Senate was willing to declare today's meeting to be open and recommended himself that it should be.

It was then MOVED by Vice-Principal Oliver, seconded by Dean Jay, that today's meeting be open.

The motion was discussed at some length, with members presenting their views, both pro and con. After this discussion Vice-Principal Oliver rephrased his motion to read that "this meeting be open to those observers who wish to attend."

The motion was then voted upon and carried, with four members dissenting.

### 46. SENATE RESOLUTION ON CEGEP PROTESTS

At 12:35 p.m. the meeting was opened. Mr. Hajaly, Mr. Hyman, and Mr. Foster were among those who entered.

The Principal again explained the purpose of this special meeting, saying that he would ask Mr. Hajaly to present the brief of the Students' Council and would then ask for Senate discussion. He pointed out that the meeting must terminate at 2:30 p.m.

At the Principal's request Mr. Hajaly then spoke to the document which had been circulated to members of Senate entitled "Statement of position to Senate: Crisis in Quebec Education." Mr. Hajaly reviewed the contents of the brief in detail, reading in particular the seven recommendations contained on page 6. Mr. Hajaly concluded by saying that the Students' Council felt this to be a matter of great urgency and that Senate action within the next few days was essential if it was to have any effect on the existing situation.

The Principal then asked for discussion on the brief. At this point Mr. Hajaly left the meeting, Mr. Hyman and Mr. Foster having previously departed.

Before Mr. Hajaly left Dean Woods

asked him if there would be anyone left at the meeting to speak on behalf of the students. Mr. Hajaly said there would not. He indicated that he would try to return or to send someone else. Following his departure members of Senate observed that it was unfortunate that the students who had urgently requested this meeting so that Senate could consider a set of recommendations, should not find it possible to stay at the meeting to discuss the brief with Senate.

Vice-Principal Oliver then reviewed the history of how CEGEPs had come into being. He made the point that they were the produce of rapid change without adequate planning or the provision of adequate financial resources. He said that in the planning stages McGill at all times had stood for elements of flexibility and free choice and had opposed the proposed rigid system of courses and programmes. He added that unless sufficient permanent staff was allocated to planning, these same troubles would occur in connection with the development of English-speaking CEGEPs and that the University should reiterate its previous requests (the first of which was made three and a half years ago) to the Ministry of Education to set up a formal planning body for CEGEPs.

Mr. Brown asked whether the governing bodies of other universities were being asked by their Student Councils to take similar action. The Principal said that to the best of their knowledge they were not, and Mr. Brown urged that there should be some coordination between the universities and any such requests which were received.

Professor Hirschfeld said that it would be difficult for Senate to cope with the seven recommendations today, especially since there was no representative of the Students' Council present to speak in amplification or in clarification of the various points that were made. He suggested that discussion of the matter be deferred.

Professor Frankel said that in view of the urgency behind the calling of this special meeting of Senate and the plea of urgency made by the Students' Council the brief should be studied and considered today. He suggested that not all the recommendations could be dealt with since, for example, the question of accessibility to higher education was a question of doctrine, and the question of the trimester session was to be discussed by all universities and studied by the new Council of Universities. Questions of fact, however, he felt could be dealt with today.

Professor Frankel, seconded by Professor Malloch, then MOVED that the following resolution be adopted:

"The Students' Council of McGill University has presented to Senate a 'Statement of Position on the Current Educational Crisis in Quebec.' Senate welcomes this statement as an expression of the deep concern which it shares with the students about problems of education in this Province. It is therefore moved that the Senate of McGill University:

i) reaffirms its support of the policies of accessibility to higher education that have been enunciated by the major political parties, and expresses the hope that the implementation of these policies can be accelerated;  
ii) recognizes the difficulties and uncertainties being experienced by CEGEPs students and urges the Government to provide the means that would enable CEGEPs to be established and to function in accordance with the recommendations of the Parent Report.

iii) welcomes the statement by the Minister of Education that a second French-language university in Montreal will be in operation by September 1969.

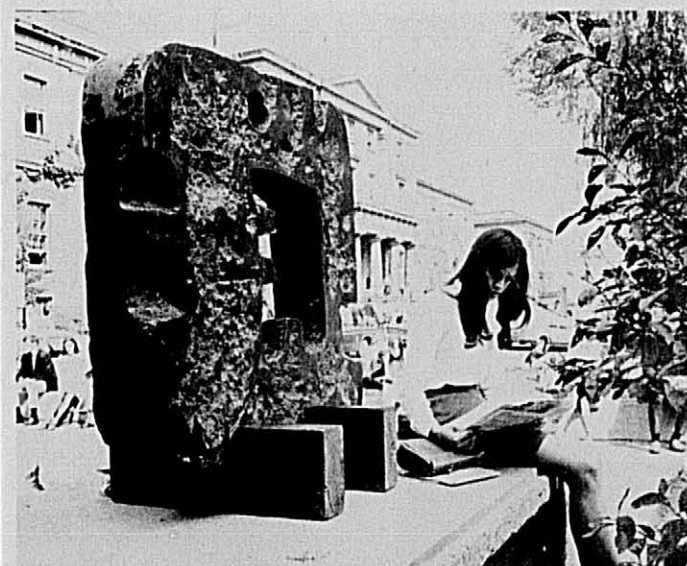
iv) reaffirms its commitment to participate in the process of educational reform in Quebec.

v) expresses the hope that the democratization of university government which is now underway at McGill will prove successful and therefore serve as an example for other educational institutions in Quebec and elsewhere."

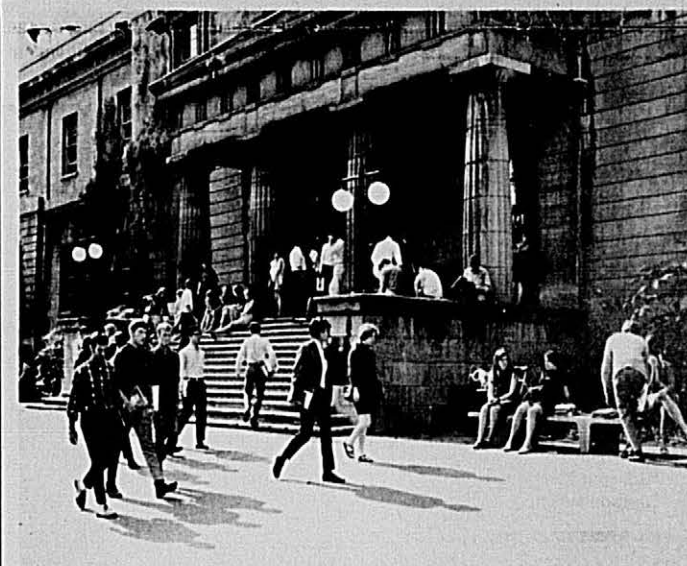
In discussion of Point i) of the resolution Dean Frost queried the definition of "accessibility to higher education," and said that Senate would be adopting unspoken rubrics which could be used out of context if this point were adopted. Vice-Principal Oliver said that an adequate definition appeared on page 3 of the Students' Council brief. Professor Hirschfeld added that the Superior Council of Education had enunciated a clear definition, and at the Principal's request Professor Hirschfeld left the meeting to obtain and return with the definition in question.



Glass-brick-concrete sculpture by Ernestine Tabedl.



Bronze sculpture by Charles Daudelain.



Pleasant days before the slash.

## PROPOSED STUDY OF TEXTBOOK "STOCK OUTS" AT THE MCGILL BOOKSTORE

### Purpose

To assess the existing textbook ordering and inventory control system and to determine if and how it can be improved.

### Organization

We recommend that the Bookstore Committee nominate a subcommittee to act as the directors of the study.

We recommend that this Steering Committee be made up of one student representative one faculty representative the manager of the bookstore and Mr. Grimson who will act as Chairman.

We recommend that this Committee hire one management consultant to undertake the day to day supervision of the study and that the fees of this consultant be paid by the Bookstore.

### Timing

We think it reasonable to expect that a study of the existing system with recommendations for change, if any, should be submitted to the main Bookstore Committee no later than January, 1969.

### Procedure

Without in any way limiting the freedom of the Steering Committee, we suggest that:

the existing procedure for ordering books and controlling the size of the inventory be made explicit;

as nearly as possible the cost of excess inventory and stock outs be assessed or described;

reasonable goals be established to indicate the appropriate balance between the cost of "stock outs" and of the costs of returns, inventory, etc.;

all stock outs as at certain dates be listed;

the Committee determine the causes of all stock outs (such as late ordering by Professors, clerical errors, underestimated class sizes, etc., etc.) or of a large sample thereof; and

recommendations be made when possible to improve the operation of the system.

In discussion of Point ii) Mr. Finlayson said he was not sure what the "difficulties" actually were, and suggested that the first clause of point ii) be deleted. After discussion it was agreed that there were recognized and established "difficulties." With regard to the second clause, Dean Frost said he had never accepted everything in the Parent Report and that he found here the same difficulty encountered with Point i), namely the accepting of phrases that were not clear in their definition. Professor Frankel, Dean Woods and Vice-Principal Oliver replied to this point, and it was agreed that the word "recommendations" should be deleted and replaced by the word "spirit."

Professor Bindra said that Point ii) contained two separate clauses, and suggested that the first clause be accepted with a statement added that some mechanism be set up to remove the difficulties mentioned. Dean Solin made the point that these difficulties would have been removed if the CEGEPs had been established in accordance with the spirit of the Parent Report.

Referring to the word "means" in Point ii) Dean Frost said this obviously referred to money and that Senate was not in a position to urge financial expenditures upon the Provincial Government.

Point i) was re-opened for discussion, and Professor Frankel read the definition on accessibility to education issued by the Superior Council of Education (November 24th, 1967) which Professor Hirschfeld had provided. It was then agreed that Point i) be rephrased as follows:

"i) Affirms its support of the statement on accessibility to education issued by the Superior Council of Education (November 24th, 1967) and expresses the hope that the implementation of this approach can be accelerated;"

Point iii) was then approved, the date of the document issued by the Minister of Education being added.

Vice-Principal Oliver proposed the following addition to Point iv) "and restates its belief that more effective planning procedures based on an enlarged permanent staff are needed for the successful extension of the CEGEP network to all sectors of the population." This addition was approved.

In discussion of Point v) Mr. Justice Hyde said the present wording seemed to tell other institutions what they should do and said he was opposed to this course of action. After discussion of this point Dean Woods proposed that the words after "and" be deleted and replaced by the following: "that the experience of McGill in its implementation may be of value to other institutions". This proposed change was approved.

Mr. Justice Hyde referred to Appendix A of the brief of the Students' Council endorsing the actions taken by the students of CEGEP Lionel-Groulx, and asked whether these students had occupied their building forcibly. Mr. Hyman, who had rejoined the meeting shortly before, replied that the students had occupied the building but not forcibly and that they had received considerable support from their professors. Mr. Justice Hyde then said he felt it was wrong for Senate to seem to support this statement in Appendix A.

Professor Trentman pointed out that the appendices to the Students' Council brief were only provided for information, and Dean Hall said that in adopting its own resolution Senate was not endorsing the student statement. Mr. Justice Hyde said he was opposed to the statement on page 7 of the Students' Council brief about not adopting a neutral position.

Vice-Principal Oliver said he agreed that Mr. Justice Hyde had made a valid point, and added that Senate had already adopted a resolution this session concerning the obstruction or occupation of buildings. He went on to say, however, that not enough was known about the methods and procedures of the recent occupation of the CEGEPs, and suggested that the Senate resolution be allowed to stand. Professor Malloch made the point that there was no reference to the appendix in the Senate resolution and that this question was removed from the subject under debate. As a point of order Professor Frankel said that the intervention of Mr. Justice Hyde was not related to the resolution before Senate and should more properly be raised after the resolution had been disposed of. This point of order was accepted.

After further discussion the Principal asked whether Senate was now ready to vote upon the adoption of the entire resolution as amended. Senate declared itself ready for the question and the Principal read the following resolution in full as amended:

"The Students' Council of McGill University has presented to Senate a

*Continued on page 3*



Continued from page 2

'statement of position on the current educational crisis of Quebec.' Senate welcomes this statement as an expression of the deep concern which it shares with the students about problems of education in this Province. It is therefore moved that the Senate of McGill University:

- affirms its support of the statement on accessibility to education issued by the Superior Council of Education (November 24th, 1967)\* and expresses the hope that the implementation of this approach can be accelerated;
- recognizes the difficulties and uncertainties being experienced by CEGEP students and urges the Government to provide the means that would enable CEGEPs to be established and to function in accordance with the spirit of the Parent Report;
- welcomes the statement by the Minister of Education on October 16th, 1968, that a second French-language university in Montreal will be in operation by September 1969;
- reaffirms its commitment to participate in the process of educational reform in Quebec and restates its belief that more effective planning procedures, based on an enlarged permanent staff, are needed for the successful extension of the CEGEP network to all sectors of the population;
- expresses the hope that the democratization of university government which is now underway at McGill will prove successful and that the experience of McGill in its implementation may be of value to other institutions.

\* Extract from the Minutes of the 54th meeting of the Superior Council of Education.

Mr. Hyman asked whether he could give the reactions of the Students' Council to the proposed resolution, and Senate said it would hear Mr. Hyman after the vote had been taken.

The motion to adopt the resolution, as amended, was then voted upon and carried, with one member dissenting.

The Principal then invited Mr. Hyman to speak. Mr. Hyman reviewed the seven recommendations of the Students' Council and said that the Senate action had not answered these questions, and that in effect the requests of the Students' Council had been disregarded and not acted upon.

Professor Ferguson said he felt strongly that Senate had gone a long way towards answering the student demands. Professor Frankel then added that while Mr. Hyman had been absent from the meeting he had explained that his resolution would doubtless not answer in full the questions of the Students' Council but that, within the limit of possibilities available to Senate and the University community, action had been taken to deal with the immediate problem and to urge necessary improvements on the provincial government. He said he believed that within the limits of Senate's responsibility measures had been duly taken to meet the requests posed by the Students' Council.

There being no further business Senate adjourned at 2:35 p.m.

## SCHOLARSHIP OPPORTUNITIES

Each week this column will carry notices of grants, scholarships, and fellowships available to students and members of the faculty and staff.

### NOVEMBER DEADLINE:

#### IMPERIAL ORDER DAUGHTERS OF THE EMPIRE POSTGRADUATE SCHOLARSHIPS

\$5,000 for study overseas, \$3,000 for study in Canada. First War Memorial is offered for postgraduate studies in history, economics, and constitutional government. Second War Memorial is offered for postgraduate studies in the humanities. Deadline is November 15. Applications from Registrar.

#### KILLAM AWARDS PROGRAMME — The Canada Council

Grants to cover research expenses, including research assistants, technical and clerical services, equipment, materials and supplies, and travel (including that of immediate dependents). In addition, stipends for principal investigators can be allowed, commensurate with university salaries. For exceptional Canadian scholars working on projects which are likely to break new ground and carry wide-ranging im-

plications. Areas eligible for support are: any of the social sciences or humanities, interdisciplinary research in the social sciences and humanities, and interdisciplinary research linking any of the physical or biological sciences with any of the social sciences or humanities. Deadline is December 1. Applications from: Mr. Holmes, Research Grants Office, Dawson Hall

### DECEMBER DEADLINE:

#### WOODROW WILSON DISSERTATION FELLOWSHIP PROGRAM

\$200 per month living stipend plus research allowance of up to \$1000. Tuition and fees will be waived at participating universities. For Ph.D. candidates in the humanities and social sciences. Nominations deadlines are October 15 and January 10. Final deadlines are December 1 and February 15. Further information from: Dean, Faculty of Graduate Studies and Research.

#### ISTITUTO SUPERIORE DI SANITO GRADUATE SCHOLARSHIPS

Two million lire (about \$3,500 Canadian). For research in Italy in the sciences. Deadline is December 5. Apply to:

Mr. Francesco Aloisi  
Second Secretary  
Embassy of Italy  
172 MacLaren Street  
Ottawa, Ontario

#### NATIONAL CANCER INSTITUTE OF CANADA RESEARCH GRANTS

Grants to cover purchase, maintenance of animals, supplies, and equipment, and for research and technical assistants. (not for personal support) in the field of cancer research. Deadline is December 15. Application from:

Mr. Holmes  
Research Grants Office  
Dawson Hall

#### NATIONAL CANCER INSTITUTE OF CANADA RESEARCH STUDENTSHIPS AND RESEARCH FELLOWSHIPS

\$3,000 for 12 months — Studentships. \$3,500-8,000 for 12 months — Fellowships. Allowance for dependents. Offered to graduates in the sciences, for cancer research. Deadline is December 15. Applications from:

Mr. Holmes,  
Research Grants Office  
Dawson Hall

#### THE BRITISH COUNCIL COMMONWEALTH UNIVERSITY INTERCHANGE SCHEME TRAVEL GRANTS

£190 plus travel expenses to the United Kingdom. No living allowance. Category A — university teachers or officers on recognised study leave.

Category B — Distinguished university scholars invited by universities for short visits.

Category C — Postgraduate university research workers holding research grants. Deadlines are December 31st for Categories A and B, and March 31st for Category C. Applications and information from Registrar.

#### INTERNATIONAL CYBERNETICS CONGRESS COMMITTEE — CALL FOR PAPERS

Experts in the field of Cybernetics are invited to submit papers for the international Congress on Cybernetics to be held in London from 1 to 5 September 1969. Papers will be published in book form. Summary deadline (200 words) is December 31. Manuscript deadline is August 15. Send to: Dr. J. Rose, Principal, College of Technology and Design, Blackburn, BB2 1LH, Lancs., England.

#### CANADIAN CONSUMER LOAN ASSOCIATION & FEDERATED COUNCIL OF SALES FINANCE COMPANY — GRANTS IN AID OF RESEARCH

Maximum grants of \$1,000 to faculty members, \$750 to doctoral students, and \$500 to Master's students will be awarded for research in fields affecting consumer credit in Canada. Deadlines are October 26, January 1, and April 1. Applications from:

Mr. Holmes,  
Research Grants Office,  
Dawson Hall

## AUCC AWARDS

#### ASSOCIATION OF UNIVERSITIES & COLLEGES OF CANADA AWARDS

Apply to Director of Awards, AUCC, 151 Slater Street, Ottawa 4, Ontario.

#### POLAND-UNESCO FELLOWSHIP IN SLAVONIC STUDIES

2,400 zlotys (\$100) per month, plus tuition, lodging, medical services, travel. University graduates with good knowledge of Polish and French, English, German or Russian, to study History of Poland, Polish Philology, and Slavonic Philology in Poland. Deadline — November 15.

#### JAMAICAN AWARDS

Living, study, travel expenses. For post-graduate study in Jamaica. Prospectus from Registrar. Deadline — November 17.

#### CEYLON AWARDS

Living, study, travel expenses. Post-graduate study in Ceylon. Prospectus from Registrar. Deadline — November 17.

#### FRANK KNOX MEMORIAL FELLOWSHIP TO HARVARD UNIVERSITY

\$2,400 plus tuition. Two fellowships to Canadian university graduates to study Arts, Sciences, Engineering, Business Administration, Dental Medicine, Design, Divinity, Education, Law, Medicine, Public Administration, or Public Health, at Harvard University. Deadline — December 1.

#### ISRAELI GOVERNMENT SCHOLARSHIPS

Free tuition plus 480 Israeli pounds per month for post-graduate studies or research at Israeli universities. Instruction is in Hebrew; an intensive-tuition-free course in Hebrew may be arranged. Deadline — December 31.

#### SWISS UNIVERSITY SCHOLARSHIPS

Sfr. 500 — 700 per month, plus return fare and an allowance for study materials. For study in Switzerland, in any field except music or fine arts. Single candidates are preferred. Deadline — December 31.

#### GERMAN ACADEMIC EXCHANGE SERVICE FELLOWSHIPS

DM 400 — DM 800 (Approx. \$108 — 216 per month) plus travel, tuition, course fees, examination fees, books, family allowance. Candidates should have a good knowledge of German. For graduate study in West Germany. Deadline — December 31.

#### BELGIAN GOVERNMENT FELLOWSHIPS

7,000 F.B. monthly allowance, 2,000 F.B. annually for books, medical expenses, return travel. Canadian university graduate with practical knowledge of French or Dutch. To study physical sciences, mathematics, chemistry, biology, zoology, botany, geology, engineering, medical sciences, agronomy, or economics at the Universities of Brussels, Ghent, Liège, Louvain, or at the Agricultural Colleges of Ghent, Gembloux, and Haverlé or at the Polytechnic Faculty of Mons. Deadline — December 31.

#### NETHERLANDS GOVERNMENT SCHOLARSHIP

500 guilders per month plus tuition. 750 guilders for transatlantic travel expenses, 200 guilders for books, and assistance towards medical expenses. International and university courses, for Canadian graduate students, creative artists, and research workers. Candidates must have knowledge of Dutch. Unrestricted field of study, in the Netherlands. Deadline is December 31.

#### NEW ZEALAND AWARDS

Living, study, travel expenses for post-graduate study in New Zealand. Prospectus from Registrar. Deadline is January 9.

#### THE CANADA SCHOLARSHIP AT CAMBRIDGE

£1,250 per year. Single male candidates in the Humanities to read for a B.A. at Cambridge University in the fields of Archaeology, Anthropology, Architecture, Fine Arts, Classics, Economics & Politics, English, History, Law, Moral Sciences, Music, Oriental Studies or Geography. Deadline — January 30.

## RE-SEARCH GRANTS

Full details about these grants may be obtained from the Research Grants Officer, Mr. G. A. Holmes, in Dawson Hall.

#### INSTITUTE OF RESEARCH IN EDUCATION (GOVERNMENT OF QUEBEC)

Operating grants to conduct or promote research in Education. Deadline — November 15.

#### MEDICAL RESEARCH COUNCIL

Term grants, continuing annual grants, major equipment grants, renewals. The Medical Research Council requires that clinical investigation projects for which funds are sought be reviewed concerning their acceptability on ethical grounds. Deadlines — November 30, Feb. 1, April 15, Sept. 15.

#### AMERICAN COUNCIL OF LEARNED SOCIETIES

Grants for advanced studies in the humanities. Deadline — December 1.

#### NATIONAL RESEARCH COUNCIL

Operating, major equipment, major installation, travel grants. Deadline — December 1.

#### THE PETROLEUM RESEARCH FUND. AMERICAN CHEMICAL SOCIETY

Operating grants for fundamental research in the petroleum field. Deadlines — December 1, and March 1.

#### NATIONAL CANCER INSTITUTE OF CANADA

Operating, major equipment, and travel grants. Will be awarded to projects deemed worthy of support, provided that the basic equipment and research facilities are available in the institution concerned, and that it will provide the necessary administrative services. Does not provide for personal support of the grantee. Publication grants. To cover the costs of publication of reports on research supported by the National Cancer Institute. Deadline — December 15.

#### SENIOR FELLOWSHIP/RESEARCH FELLOWSHIP: EDUCATION RESEARCH UNIT, AUSTRALIAN NATIONAL UNIVERSITY.

\$A8,750 — 10,274 for Senior Fellow. \$A5,400 — 7,250 for Research Fellow. Travel expenses and assistance with housing. Studies of the effects of education, and education as a social institution. Deadline — December 6, 1968. Apply to: C. G. Plowman, Academic Registrar, Box 4, P. O. Canberra, ACT 2600.

#### DEPARTMENT OF ENERGY, MINES AND RESOURCES

Water resources and pollution research grants-in-aid. Deadline—December 31.

#### DEPARTMENT OF TRANSPORT

Operating grants. Deadline—December 31.

#### FISHERIES RESEARCH BOARD OF CANADA

Operating grants for fisheries research. Negotiated development grants to establish new areas of teaching and research or to expand existing programs. Deadline — January 1.

#### THE NATIONAL FOUNDATION

Operating grants for research on diseases that are genetically determined or result from disturbances of embryonic development or research along relevant lines. Deadline — January 1.

#### NATIONAL SANATORIUM ASSOCIATION

Operating grants. Deadline—January 1.

#### NUFFIELD FOUNDATION

Travel grants for periods extending from 2 to 12 months. Deadline — January 1.

## FORUM

An essential purpose of the McGill Reporter is to provide a vehicle of campus opinion. FORUM will be available each week to publish commentaries on articles which appear in the Reporter, as well as points of view on any subject related to the general nature of the university.

## Power And Authority Discussed

### WORLD OF GOD, MOTHER, AND APPLE PIE.

Sir:

In his book of poetry THE PROPHET, Kahlil Gibran wrote:

*Your hearts know in silence the secrets of the days and the nights,*

*But your ears thirst for the sound of your heart's knowledge.*

In his article "Power and Authority," Mr. E. L. Lowry's ears thirsted, as did ours, for the sound of his heart's knowledge, but the end found us as parched as before. The problem was that his argument was implicit like a whisper rather than explicit like a shout. The result — he missed the feedback; his logic escaped him.

Lowry starts off strong enough. The process, he implies, involves a link-up of wants, articulated and aggregated, and solutions devised and implemented. He plunks a doctor-patient power relationship on the analogy pedestal. The want (relief) is articulated (a cry), aggregated, and focused (a doctor); a cure is implemented, and the patient is relieved. Any gap in the process, any missing link, as Mr. Lowry implies (only implies) produces a misuse of power, a Perversion.

We can borrow Mr. Lowry's analogy to ferret out this perversion in a concrete situation. The want, let us say, is relief from kidney trouble, while the implementation is, strangely, heart removal. Somewhere along the process, the want is obviously perverted in order to produce such a bizarre result. Outside pressures (weakly, patients seeking transplants?) have obviously intervened.

As Mr. Lowry has also implied, a similar perversion has occurred in the University and has turned it into a powder keg. To be specific, a void yawns where articulation and aggregation should be ("initiative to play a part") and the gaps are patched and plugged by a "formal systems of facts." This is in essence what he implies but not what he says. And here is the nub.

What he says is something entirely different: "in the gradual build-up of respect (for the office of Vice-Chancellor) we shall . . . work together . . . towards our common goal." This is a real stunner. His logic says participation is the way, and his pen says no, it is respect. ZAP, clear out of the blue. This flash of insight he attributes to his genes. I can only say that it is a shame that he didn't put more faith in what he had written and less in what was "written in our genes." It was because he never became explicit in his argument that this lapse of logic occurred and got lost. The rest is sprung logic.

And so our hero, in attempting to rescue the administration from a "wild blue yonder," ends up taking a jaunt into a private yonder of his own. After a take-off heralded by a frightfully unwieldy sentence in which the chromosomes, yours and mine, are consulted, he begins to sail myopically through the sky. Those who want to play a part become "narrowed-minded critics" in his eyes, and they spend the day spewing out "sewers," nurturing "runningsores," and erecting a "tower of Babel." Unfortunately, in trying to abort "a perversion of authority" he has hatched a monster of his own — a perverted logic.

Ironically, it is this very Babel which we have now, that communication can topple. Granted there are some narrow-minded people among the critics, but not all critics are narrow-minded. Remember every student is a critic, and students must play a part in the want-give process. He who recognizes this will earn our respect, and until then, historical auras over authority figures just don't mean a bloody thing.

Mr. Lowry, meanwhile is fluttering over a very pleasant globe where that magical panacea "respect for the office of Principal" can guide students to find the good life, teachers to tend the flame of wisdom, and parents to reap "Naches" from their "Kindeleh." In short, a world of God, Mother, and Apple Pie.

Thus, I contend that Mr. Lowry's analyses of the origins of legitimate power and the historical impact on the chair of office are intrinsically quite interesting, but because of disjointed logic, their value in illuminating the present political situation on campus is minimal indeed.

And if the McGill Reporter is to justify its existence on an \$86,000 budget (really an almost foregone impossibility in light of the present housing crisis) it must give us more pith and less pie.

Rick Levy — student

### NEW WAYS TO MAKE PEOPLE CONFORM

Sir:

Mr. Lowry's fine exposition of "Power and Authority" (Reporter Vol. 1, No. 6) is marred only by its incompleteness.

It is understandable that those who are in a position of authority would speak of authority in optimistic, blowing terms. When the man in authority says "long live authority," he really says: "Long live me!"

Let us consider several other understandable observations which Mr. Lowry, perhaps from ignorance, glosses over.

1. Power, by definition, is the inequitable distribution of the ability to control the events in the life of oneself and of others. By definition, power and equality cannot co-exist.

Mr. Lowry's high opinion of those in power undoubtedly stems from the fact that he is one of those people. And he can smile at the thought that his 4 children, soon to graduate from McGill, will be establishing families which are also part of the power structure.

But unfortunately, those in power rarely feel the pain of perpetual powerlessness. There are 60,000 unemployed in Montreal. Their children go to the area's worse schools, and like it or not, will never have the option of college. Rather, it is likely that they too will eventually join the swelling ranks of the unemployed.

2. But it would be wrong to suppose that only the poor are powerless. Students, for instance, are also socially impotent. But the chief difference between students and others who are socio-politically impotent is that the powerlessness of any particular student is only temporary, confined to the educational system.

3. The Impotence of Peaceful Protest. Mr. Lowry, reflecting the needs and fears of those in power, urges the impotent (in this case read "student"), to humbly prostrate themselves before the powerful (in this case read "Principal", "Vice Chancellor") and beg for justice, equality, etc., etc. . . .

This is, of course, why impotence exists, because the impotent have always been beggars. Those in power are takers, it should be remembered, and are not likely to be willing to share their coveted power. As I suggested earlier, to "share" power is to give it up.

The impotent have tried non-violence, of course. But as nonviolent protest, as generally only secured token gains at best, and whereas the power structure seems to feel nothing unethical about being violent with the non-violent (viz the U.S. Democratic Convention in Chicago) and whereas violence has historically been proven effective (viz The American Revolution, The Civil War, The Spanish-American War, World War I, World War II, etc.), it is little wonder that the impotent are beginning to turn to violence.

4. Revolt. While peaceful protest may make the impotent feel even more impotent, the feeling of revolt is empowering. The art of standing up straight and defying those whose authority you covet gives, by itself, a tremendous feeling of power. This may explain why riots, motivated by a feeling of powerlessness and a need for power have not occurred twice in the same place. The riot temporarily gives the illusion of power and lessens the feelings of powerlessness.

Yet whenever power structures are threatened, their initial response is a struggle to maintain this power (viz. "the call for law and order"). Ultimately it seems that unsuccessful revolt strengthens the power structure it threatens.

Power structures, like the society they are part of, are stable, resistant to change, self-perpetuating.

5. But the plight of the impotent takes on altogether new meaning, if the struggle for power is seen as a manifestation of the struggle for identity.

Powerlessness is the consequence of conformity, yet it is generally preferred to the ostracism and loneliness that come with the struggle for power and/or identity.

Man has finally created a society in which he is both victim and executioner. He dare not revolt, for in revolt lies separation from society. And he must not conform, for in conformity lies his separation from himself.

He may struggle to say no to this society which so subtly enslaves him with a plywood split level and 2.5 children, but he does, he discovers himself an outcast, if indeed, he is able to imagine an alternative to the slow suburban death he is offered. Or, he may struggle against his integrity to say yes to society, yes to conformity. But as he does, he feels the pain of saying no to himself.

6. This may sound like a terrible dilemma. But we may rest assured that Mr. Lowry and Associates will soon find new ways to make people conform without feeling any existential agony. Meanwhile, he suggests, while we "look with high expectation towards his high office for help we need", let us busy ourselves with study, grateful to "the system" for its many undeserved blessings.

Sincerely yours,  
David J. Stang

continued on page 6 column 1



# McGILL'S POSITION ON CEGEPS

REPORT TABLED AT THE OCTOBER 31 MEETING OF SENATE FOR DISCUSSION AT A SPECIAL MEETING ON NOVEMBER 11.

Several things should be clear from this brief review.

1. McGill has consistently backed the concept of the CEGEP since it was officially proposed by the Royal Commission of Enquiry on Education in November 1964.

2. McGill has recognized that the creation of CEGEPs poses particular problems for the English-language sector of the Quebec community and it has on its own initiative established committees to study these problems and has laid plans before every appropriate body with whom it could meet — COPEPP, the Comité Mixte and the College Organizing Committee — in an attempt to do its very best to help the community to meet the problems raised by this new level of education for the English-language sector.

3. McGill has always been prepared to assist in planning or in implementing schemes for the establishment of CEGEPs. . . It has, however, sometimes received no response when it has attempted to meet with the Government in constructive efforts to solve collegial level problems.

## BACKGROUND

McGill's concern with pre-university and post-secondary training goes back many years. In its Brief to the Parent Commission (The Royal Commission of Enquiry on Education), the University urged that education in English language Protestant high schools be extended to twelve years; the Brief of the McGill Association of University Teachers put forward the notion of a *separate* institution following high school and prior to university. There was no dissent expressed to the view that a reform at this level was necessary.

The concept of the CEGEP crystallized in the second part of the report of the Royal Commission of Enquiry on Education that appeared in November 1964. McGill University reacted to the publication of this volume in a press release (January 8, 1965) that followed a special meeting of the University faculty in mid-December. The University expressed its willingness to "co-operate, in every way, in the attempt to give effect to the high purpose which the Parent Commission has invited the province to accept as its educational goal". It drew attention to the fact that the adoption of some of the proposals in the report "create special and particular difficulties for the English-speaking institutions" of the province, but it felt nevertheless that the Commission's general aims warranted full support.

The Senate of the University also appointed a special committee to consider the Commissions' recommendations and to bring back a report. This "Committee to study the Parent Report" placed a report before Senate in February of 1965 and had special recommendations to make with regard to the Institutes, as those institutions that are now known as CEGEPs were then called. The Committee felt that the University should do all it possibly could to help the establishment of French language and English language institutes and should also encourage the establishment of bilingual ones. It recognized an obligation on the part of the University to participate actively (although of course not exclusively) in all the planning of programs, courses, curricula, staffing, etc. for this new level of education. (*It must be emphasized that the Parent Commission did not encourage the universities to take the initiative in establishing institutes. "Thus the universities, as far as the institutes are concerned, should take the position of being constantly ready to give advice, while maintaining that reserve and discretion which should characterize their relationships with institutions that are independent of them." Vol. II, p. 186.*) Finally, it proposed that the University should do all that it could to help in the preparation of teachers for the Institutes.

## THE NEED FOR A BODY TO PLAN ENGLISH-LANGUAGE CEGEPS

During the months of 1965 and early 1966 many members of the University community participated in educational committees established both by the Superior Council of Education and the Ministry of Education itself. Among the most important of these was COPEPP or the *Comité de Planification de l'Éducation pré-universitaire et professionnelle*. Almost inevitably discussions within COPEPP emphasized the problems of the French-language sector of Quebec education. The English-language members of the Committee found that it was difficult to concentrate the attention of the entire committee on the rather special and unique problems facing the

English-language minority of the province in affecting transitional arrangements leading to the establishment of a full network of English-language Institutes or CEGEPs. As early as May 5, 1965, it was becoming evident that special arrangements would be necessary. The Principal of McGill wrote on that day to the Hon. Paul Gérin-Lajoie, then Minister of Education, urging him "to consider setting up in your department a small planning staff for English Institutes, equivalent to the one already in existence on the French side." The Deputy Minister, M. Arthur Tremblay, replied for the Minister on May 20. He referred to the presence of McGill representatives on COPEPP, and suggested that it was premature to think of dividing the planning tasks between two sub-committees, one for the English-language, one for the French-language sectors.

## NEW MCGILL INITIATIVES

On November 20 of 1965, Vice-Principal H. N. Fieldhouse wrote to the Chairman of the Superior Council of Education reiterating the University's entire accord with the guiding principles behind the establishment of pre-university and technical education. It stated specifically that McGill accepted that the two years of pre-university and two years of post-secondary technical education should be given in the same institutions, the said institution to be non-confessional and where possible bilingual. Professor Fieldhouse's letter went on to say, however, that the problems of the English-language system were particularly great because for them the establishment of institutes would involve a radical departure and the creation *de novo* and *ab initio* of entirely new organs. The practical problems involved in financing, staffing and determining the programs of the institutes, the letter pointed out, are formidable. Professor Fieldhouse concluded by hoping that the Superior Council would recognize the magnitude of the problem of transition on the English-language side and establish some flexibility in confronting it.

In a letter to Monsieur Paul Gérin-Lajoie, the Minister of Education, written on January 24, 1966, the Principal raised certain additional questions arising from the proposed provisions of regulation 3 establishing the basic rules for pre-university and professional education. In his letter the Principal identified certain special problems with regard to the general B.A. and B.Sc. degrees and the question of entry into the professional faculties from the CEGEP level of education. The letter concluded that it would be desirable to combine the best in the proposals of the Parent Commission with the best in the experience of the universities and to maintain a flexible position with regard to the relationship between English-language CEGEPs and the universities.

The Minister replied to Dr. Robertson on April 1, 1966, and in this letter he gave assurances that the Department of Education would "not implement Regulation 3 without full consultation with Universities and especially with McGill University;" and he said that he would "certainly appreciate any suggestion about the procedures that could best serve this purpose."

McGill's feeling of concern that insufficient attention was being paid by official committees to English-language problems with regard to establishing CEGEPs continued during the spring of 1966. Attempting to act constructively, the University established a *Planning Committee on Institutes* under the direction of Dr. Elton Pounder. This Committee was given the special job of developing McGill's own concept of how an English-language CEGEP would best be created and also to take into account the various suggestions that have been made by members of the University and other parts of the English-language community. The Committee hoped to come up with a proposal that would be interesting and useful to the province as a whole and would prevent delay in establishing English-language equivalents to the Institutes that were being planned in the French-language sector.

In June of 1966 there was a change in Government in Quebec and the meeting of COPEPP and other such committees came to an end during the summer. It thus became particularly important that good liaison be established between the McGill Committee on Planning Institutes and the officials of the Ministry of Education for whom in a sense this committee was hoping to provide ideas. The Principal therefore wrote a letter to the Honorable Jean-Jacques Bertrand on October 17 of 1966 in which he requested that arrangements be made for "certain members of the University to meet with the appropriate officials in your Department to discuss some aspects of the development of the Institutes in this province." The Principal's letter goes on "While we may not be directly concerned with the development of an institute, it is quite evident that our relations with these Institutions are of the utmost importance to us in many ways, and we have therefore been examining the question closely."

An acknowledgement of this letter was received from the Executive Assistant to the Minister on November 7, 1966; but the reply simply assured the Principal that members of the *Mission* — a body that was established to look after problems of establishing institutes — would get in touch with the Principal. A feeling of working in isolation on special English-

language problems was, therefore, not dispelled by this exchange of correspondence. No further letter came from the Minister nor did a representative of the Mission ever follow up as suggested in the Minister's letter of reply of November 7.

## THE COMITÉ MIXTE

A new move towards the establishment of CEGEPs and one which involved the extensive participation of the universities was initiated by the Minister of Education, Monsieur Bertrand, in a letter of January 5 to Monseigneur Vachon, the Chairman of the Conference of Rectors and Principals of Quebec Universities. In his letter Monsieur Bertrand invited the universities to collaborate with representatives in the Ministry in establishing the programs of instruction in CEGEPs and also the conditions under which students would graduate from CEGEPs to Quebec universities. The committee that arose from this letter soon was known as the Comité Mixte, and it began its meetings on January 27 of 1967. During February and March the Comité Mixte was instrumental in organizing meetings at St. Hyacinthe between university and departmental personnel to discuss, first, course content of the CEGEPs and, secondly, the programs of study. McGill's position during all these discussions was one which called for a maximum flexibility in the programs of study and a minimum of forced choice and rigidly defined course combinations. As a result of these deliberations and consultations, agreement was reached on a preliminary program of courses for the CEGEPs and in June of 1967 Bill 21 was approved and became the Loi des Collèges d'Enseignement Général et Professionnel.

Once again the feeling of representatives of the English-language universities on the Comité Mixte was much as it had been earlier on COPEPP. Although essential questions were then being discussed, the particular problems of the English-language sector were not receiving all the attention they required. The Mission des Collèges was seeing numerous groupings of institutions wishing to become chartered as CEGEPs on the French-language side, but disturbingly little was being done to create comparable institutions for the English-language population. In May of 1967, however, a group of representatives of the English-language community did meet at Loyola College at the call of the Ministry of Education to discuss English-language problems. The result of this meeting was the setting-up of the College Organizing Committee which after hard work during the summer of 1967 placed before the Ministry of Education a request for a charter to organize an English-language CEGEP on September 22, 1967.

A second committee came out of the meeting in May at Loyola College, and this committee concerned itself with the need for English-language colleges off the island of Montreal. It helped to stimulate some action by English-language communities in off-island centres.

It had become apparent, however, that the fact there did not exist institutions ready and able to transform themselves into CEGEPs on the English-language side would mean that the pace at which CEGEPs could be opened would necessarily be slow one. Although by September of 1967 a number of French-language CEGEPs had already opened their doors, it seemed unlikely that action on the English-language side would follow for a considerable period.

## THE PROBLEM OF TRANSITION

The main difficulty in effecting a gradual transition to a CEGEP system was the extra year of schooling that would be added to English-language education — i.e. instead of fifteen years being required for a B.A. or a B.Sc. degree, sixteen years would be required. The problem was: how to cope with students, graduating from grade 11, some of whom would be going to the first English-language CEGEP for a 2-year pre-university program and then on to university for a three-year course, and others, going directly to university for a four-year course. This question soon preoccupied all who were concerned with CEGEP planning.

The McGill Planning Committee on Institutes had submitted its first report on February 14, 1967, and in it had made proposals calling for the University to give an equivalent to the CEGEP curriculum for a transition period until a sufficient number of autonomous CEGEPs could be built to accommodate all those who desired to enter this post-secondary level of education.

An idea comparable to this was proposed to the Principals of all English-language post-secondary institutions on September 25, 1967, by Professor James H. Whitelaw, the Special Counsellor for English-language problems to the Directorate of Collegial Education in the Department of Education in Quebec. The Whitelaw proposal (which he had discussed with the Associate Deputy Minister, Mr. C. W. Dickson) called on post-secondary English-language institutions in the Montreal area to involve themselves directly and offer collegial programs for a transitional period. The universities would immediately be committed to a five-year program involving two years of collegial instruction and three years of university instruction proper.

The English-language institutions to whom this proposal was addressed consulted together, but each separately gave its reply to Professor Whitelaw. That of McGill University was dated October 31,

1967, and it stated that the University would be pleased to enter into an agreement with the Government of the Province of Quebec to teach the college curriculum for a transitional period if certain conditions and limitations which were spelled out in the letter could be accepted. The University believed that the notion of the college curriculum being taught for a temporary period by the universities had several attractive features and it simply wished to make sure that curriculum flexibility, financial viability and a sensible joint admissions policy could be assured. One of the crucial difficulties was the need for a commitment by the Government to see to the building and opening of a sufficient number of autonomous colleges so that the university would be able to phase out of its transitional reaching at the collegial level in time to prevent a disastrous increase in total enrolments from taking place. But most important of all the University wished to enter into immediate discussions with the Ministry of Education so that the difficulties it saw could be ironed out before November 30, 1967 and the University could give instruction in the college curriculum beginning in 1968-69. Unfortunately, these negotiations did not take place and it soon became impossible to begin a transitional scheme in the fall of 1968.

Even if the date for beginning a scheme whereby all English-language students would receive collegial level education on the completion of high school were postponed to the fall of 1969, many problems remained. The Government of the Province asked both the English-language and the French-language universities to make a commitment for the autumn of 1969 not to take freshmen students, but McGill and the other English-language universities felt that they could not do so until they had a clearer idea of just how collegial level instruction was to be provided to the English-language population before the fall of 1969 deadline.

The most likely means of achieving this end was, first, to establish an autonomous CEGEP (Dawson College) and, secondly, to work out the conditions by which the universities would collaborate in providing instruction at the collegial level for those who could not be accommodated by Dawson.

During the early weeks of 1968 activities of two kinds were undertaken by McGill representatives. First, an attempt was made at the meetings of the Comité Mixte to assure the progress of negotiations on the two essential points of (a) finances and (b) the establishment of a building program for new colleges that would limit the period of college-level teaching by the universities. The second kind of activity concerned McGill's own staff. There was a pressing need to consult with staff as to their willingness to collaborate in providing collegial level education, and meetings were called to permit the Vice-Principal Academic and Professor Elton Pounder (who had been named Director for Collegial Affairs) to meet with the various divisions of the Faculty of Arts & Science who would be most concerned.

By early March it was evident that the notion of university teachers giving courses designed and laid down by a non-university authority was giving rise to considerable doubt and dismay in certain parts of the Faculty of Arts & Science. It was felt that it would run counter to the essential spirit of university teaching if considerable latitude was not given to each instructor to design and organize his own course. McGill therefore felt that it should modify its response to the Whitelaw proposal in the sense that it would be willing to give courses equivalent but not necessarily identical to those listed in the CEGEPs curriculum. It also became evident that the faculty at McGill would feel particular concern at the possibility of collegial level instruction becoming permanent. The need therefore to get the firmest possible assurances of the Government's intention to provide within a short period sufficient autonomous CEGEPs to permit the University to phase out this level of instruction was more pressing than ever.

The inevitable complexities of McGill providing collegial level instruction, or its equivalent, for even a short transitional period began to cause greater and greater concern particularly within the social sciences division and to some extent the biological sciences division of the Faculty of Arts & Science. Finally, a firm proposition was placed before the Faculty of Arts & Science on May 10, asking it to approve of the University creating a temporary five-year program consisting of two years of collegial training plus three upper years of university studies proper. This motion was rejected and the following motion substituted for it.

**RESOLVED** That as its response to the proposed introduction of CEGEPs this University should (a) cooperate as fully as possible in the founding of true CEGEPs off campus, for example, by allocating administrative personnel to work with organizing committees and by asking its members to help with technical advice; and (b) undertake to withdraw gradually from the present freshman year as places are made available in true CEGEPs. The withdrawal should be conditional, taking place only as the CEGEPs come into existence. In the transition, whether short or very much extended, the University should provide a "freshman year" that is an alternative to the CEGEP route to the

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# FINANCIAL STATEMENTS FOR THE YEAR ENDED MAY 31, 1968

ROYAL INSTITUTION FOR THE ADVANCEMENT OF LEARNING (*McGill University, Royal Victoria College and Macdonald College*)

## Balance Sheet

ASSETS			LIABILITIES AND CAPITAL		
	1968	1967		1968	1967*
CASH AND TEMPORARY INVESTMENTS	\$ 5,307,975	\$ 830,393	ACCOUNTS PAYABLE	\$ 2,418,952	\$ 2,834,545
ACCOUNTS RECEIVABLE			HOLDBACKS ON CONSTRUCTION CONTRACTS	\$ 727,849	\$ 133,951
DEPARTMENT OF DEFENCE PRODUCTION			MORTGAGES PAYABLE	\$ 882,723	\$ 693,139
Space Research Institute	\$ 40,536	\$ 1,158,739	TRUST FUNDS	\$ 819,401	\$ 745,950
GOVERNMENT OF QUEBEC				\$ 4,848,925	\$ 4,407,585
Adjustment of 1967 operating grant	\$ 1,553,000	\$ 2,329,000			
Grants for construction	\$ 1,727,265	\$ 9,315,916			
GENERAL	\$ 1,999,570	\$ 1,374,062			
INVENTORIES OF MERCHANDISE AND SUPPLIES					
at the lower of cost or net realizable value	\$ 764,122	\$ 624,441			
PREPAID EXPENSES	\$ 668,325	\$ 540,850			
	\$ 12,060,793	\$ 16,173,401			
INVESTMENTS			UNEXPENDED BALANCES		
CASH AWAITING INVESTMENT	\$ 5,930,091	\$ 2,886,824	SPECIAL FUNDS (statement 3)	\$ 2,057,597	\$ 2,461,644
BONDS AND STOCKS — at cost (quoted value 1968 — \$82,370,196; 1967 — \$83,926,910)	\$ 71,088,467	\$ 64,096,934	LIBRARY FUNDS	\$ 107,291	\$ 110,675
MORTGAGES — at cost	\$ 5,933,014	\$ 5,714,072	RESEARCH FUNDS	\$ 7,312,544	\$ 6,388,732
REAL ESTATE — at cost less accumulated depreciation and amortization	\$ 7,524,714	\$ 6,715,013		\$ 9,477,432	\$ 8,961,051
	\$ 90,476,286	\$ 79,412,843			
FIXED ASSETS			CAPITAL GIFTS, GRANTS AND BEQUESTS (STATEMENT 4)		
GROUND, BUILDINGS AND EQUIPMENT (note 1)	\$101,187,090	\$ 96,207,341	ENDOWMENTS	\$ 86,857,817	\$ 76,623,018
CONSTRUCTION IN PROGRESS (note 2)	\$ 7,259,672	\$ 1,983,339	CONSTRUCTION AND EQUIPMENT	\$ 8,612,577	\$ 7,577,929
	\$108,446,762	\$ 98,190,680	GROUND, BUILDINGS AND EQUIPMENT	\$101,187,090	\$ 96,207,341
	\$210,983,841	\$193,776,924		\$196,657,484	\$180,408,288
				\$210,983,841	\$193,776,924

\*Adjusted for purposes of comparison

## Statement of Income and Expenditure

INCOME			EXPENDITURE		
	1968	1967*		1968	1967*
ACADEMIC			ACADEMIC		
STUDENT TUITION FEES	\$ 8,935,187	\$ 8,341,639	FACULTIES AND DEPARTMENTS	\$ 22,213,774	\$ 18,778,412
GIFTS, GRANTS AND BEQUESTS			UNIVERSITY ADMINISTRATION	\$ 1,604,783	\$ 1,284,353
McGill Fund Council	\$ 1,355,166	\$ 1,582,840	PLANT MAINTENANCE (excluding ancillary enterprises)	\$ 4,137,326	\$ 3,469,939
Other sources	\$ 640,453	\$ 545,054	UNIVERSITY CHARGES AND MISCELLANEOUS ACTIVITIES	\$ 955,239	\$ 866,380
RECEIPTS FROM SERVICES TO THE COMMUNITY	\$ 1,190,380	\$ 970,191			
MISCELLANEOUS	\$ 47,427	\$ 33,178			
ENDOWMENT INCOME	\$ 2,142,330	\$ 1,981,290			
GOVERNMENT GRANTS					
Federal	\$ 37,250	\$ 28,635			
Provincial	\$ 14,713,183	\$ 10,040,025			
	\$ 29,061,376	\$ 23,522,852		\$ 28,911,122	\$ 24,339,084
RESEARCH			RESEARCH		
ENDOWMENT INCOME	\$ 622,631	\$ 631,208	EXPENDITURE	\$ 13,524,067	\$ 13,111,166
GOVERNMENT GRANTS					
Federal	\$ 9,157,572	\$ 8,339,763			
Provincial	\$ 273,211	\$ 223,531			
United States	\$ 1,363,597	\$ 2,297,622			
Donations and grants from other sources	\$ 2,107,056	\$ 1,619,042			
	\$ 13,524,067	\$ 13,111,166		\$ 13,524,067	\$ 13,111,166
ACADEMIC AND RESEARCH INCOME	\$ 42,585,443	\$ 36,634,018	ACADEMIC AND RESEARCH EXPENDITURE	\$ 42,435,189	\$ 37,510,250
ANCILLARY ENTERPRISES			ANCILLARY ENTERPRISES		
Athletics and health services	\$ 589,348	\$ 474,868	Athletics and health services	\$ 782,866	\$ 741,573
Dining halls and residences	\$ 2,154,484	\$ 1,954,876	Dining halls and residences	\$ 2,126,308	\$ 2,020,888
University book stores	\$ 1,015,566	\$ 877,583	University book stores (including surplus for year transferred to Student's Societies 1968 — \$30,010; 1967 — \$28,772)	\$ 1,015,566	\$ 877,583
			Miscellaneous activities	\$ 138,691	\$ 77,197
				\$ 4,063,431	\$ 3,717,241
MISCELLANEOUS ACTIVITIES	\$ 38,316	\$ 33,704			
	\$ 3,797,714	\$ 3,341,031			
	\$ 46,383,157	\$ 39,975,049			
Excess of expenditure over income for the year transferred to capital gifts, grants and bequests (statement 4)	\$ 115,463	\$ 1,252,442		\$ 46,498,620	\$ 41,227,491
	\$ 46,498,620	\$ 41,227,491			

\*Adjusted for purposes of comparison

This statement does not include income and expenditure of special funds reported in statement 3.

## Statement of Special Funds

	BALANCE JUNE 1, 1967	INVESTMENT INCOME	OTHER INCOME	TOTAL	EXPENDITURE	TRANS-FERRED TO (FROM) ENDOWMENTS*	TRANS-FERRED TO (FROM) OTHER ACCOUNTS	BALANCE MAY 31, 1968
MEDALS	\$ 1,197	\$ 3,949	\$ 740	\$ 5,886	\$ 4,075	\$ 1,689	\$ 290	\$ 412
PRIZES	\$ 7,653	\$ 8,084	\$ 4,775	\$ 20,512	\$ 10,101	\$ 3,038	\$ 77	\$ 7,296
SCHOLARSHIPS AND BURSARIES	\$ 294,180	\$ 536,722	\$ 238,769	\$1,069,671	\$ 581,794	\$ 224,097	\$ 4,119	\$ 259,661
FELLOWSHIPS	\$ 229,713	\$ 124,599	\$ 454,015	\$ 808,327	\$ 572,531	\$ 24,445	\$ 21,369	\$ 238,872
STUDENT LOAN FUNDS	\$ 130,788	\$ 5,492	\$ 286,537	\$ 422,817	\$ 285,331		\$ 19,656	\$ 117,830
BUILDING FUNDS	\$ 121,375	\$ 128,159	\$ 3,744	\$ 253,278	\$ 18,869	\$ 123,279	\$ 399	\$ 110,731
MISCELLANEOUS FUNDS	\$1,676,738	\$ 811,479	\$ 824,206	\$3,312,423	\$1,091,397	\$ 867,514	\$ 30,717	\$1,322,795
	\$2,461,644	\$1,618,484	\$1,812,786	\$5,892,914	\$2,564,088	\$1,195,172	\$ 76,047	\$2,057,597

\*Invested for future use

### NOTES TO FINANCIAL STATEMENTS

1. **FIXED ASSETS:** Grounds, buildings and equipment are shown at cost, appraised values, depreciated values or values stated in bequests and grants depending on the circumstances of the circumstances of the acquisition of the asset.

2. **CAPITAL COMMITMENTS:** The estimated cost to complete construction in progress is \$6,406,124.

## Statement 4

## Statement of Capital Gifts, Grants and Bequests

	1968	1967
BALANCE — BEGINNING OF YEAR	\$180,408,288	\$163,435,298
GIFTS AND BEQUESTS	\$ 6,716,724	\$ 3,315,504
CANADA COUNCIL GRANTS FOR CONSTRUCTION	\$ 925,083	
QUEBEC GOVERNMENT GRANTS FOR CONSTRUCTION	\$ 1,733,339	\$ 9,445,320
UNEXPENDED BALANCES TRANSFERRED TO ENDOWMENTS —		
Special funds (statement 3)	\$ 1,195,172	\$ 1,123,871
Other funds	\$ 13,046	\$ 155,632
PRIOR YEAR ADJUSTMENTS	\$ 118,192	\$ 193,384
PROFIT ON SALE OF INVESTMENTS — NET		
Specialty invested	\$ 1,385,865	\$ 1,561,796
Other	\$ 4,277,238	\$ 2,429,925
	\$196,772,947	\$181,660,730
EXCESS OF EXPENDITURE OVER INCOME FOR THE YEAR (statement 2)	\$ 115,463	\$ 1,252,442
BALANCE — END OF YEAR	\$196,657,484	\$180,408,288
ENDOWMENTS		
Unrestricted	\$ 12,089,000	\$ 11,695,444
For faculties, departments, museums, library and research	\$ 33,064,901	\$ 32,806,322
For other special purposes	\$ 41,703,916	\$ 32,121,252
	\$ 86,857,817	\$ 76,623,018
CONSTRUCTION AND EQUIPMENT	\$ 8,612,577	\$ 7,577,929
GROUND, BUILDINGS AND EQUIPMENT	\$101,187,090	\$ 96,207,341
	\$196,657,484	\$180,408,288

## Auditors' Report

Royal Institution for the Advancement of Learning, Montreal, Quebec.

We have examined the balance sheet of the Royal Institution for the Advancement of Learning (McGill University, Royal Victoria College and Macdonald College) as at May 31, 1968 and the statements of income and expenditure, special funds and capital gifts, grants and bequests for the year then ended. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

Our examination of receipt of funds by donation, because of their nature, was limited to comparisons of recorded receipts with the bank deposits.

In our opinion these financial statements present fairly the financial position of the Royal Institution for the Advancement of Learning as at May 31, 1968 and the results of its operations for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

McDONALD, CURRIE & CO.

CHARTERED ACCOUNTANTS

### McGill's position on CEGEPs

continued from page 4

"sophomore year", and that it be similar to our present freshman year, modified and extended a little to meet its new purpose; for example, by adding a reading course in the summer or some other light summer program. The University should *not* respond by accepting a five-year program or a four-year plus summer program, even on a supposedly transitional basis."

The resolution was approved by a vote of 27 to 20.

This decision of the Faculty of Arts and Science did not, of course, bind the whole University. But it did mean that the undertaking that Senate had given in reply to the Whitelaw proposal would meet with considerable opposition from members of the University teaching staff within the Faculty of Arts and Science. The feeling that the vocation of McGill University was strictly one at the university level, graduate and under-graduate, and that it should not even for a temporary period become involved in collegial level instruction was sufficiently strong to make it seem desirable to look for other means of solving the problem of establishing quickly a sufficient number of places and teachers to give collegial level training to English-language students in Quebec.

## THE PROPOSAL FOR A COMMISSION OF ENQUIRY

With these difficulties in mind, the University got in touch with other English-language institutions of the post-secondary institutions of the Province and together a proposal was made that a special Commission of Enquiry should be established to advise on the implementation as soon as possible of the general and vocational colleges act in the English-language sector of the Province. The Commission would provide an overall plan, in which each step would be seen and known by all the institutions required to collaborate. It was recommended that the terms of reference of the Commission require it to:

- (1) determining the time required to create a full system of colleges for the English-language population;
- (2) recommend necessary adjustments in the structure and functioning of any or all existing post-secondary institutions both for the period of transition during which independent colleges are being built and staffed and for the long run;
- (3) estimate the cost of creating a high-quality system of colleges for English-language students;
- (4) recommend means of insuring that the high standards are maintained at the university level.

The proposal to set up a commission was forwarded to Monsieur Jean-Guy Cardinal, the Minister of Education, on July 4, 1968, and on August 12 a reply was received from him. He rejected the notion of a special Commission of Enquiry on these problems and suggested that existing machinery was sufficient to solve the problems of creating an adequate English-language CEGEP network.



## Forum

continued from page 3

POWER  
AND AUTHORITY:  
AN ANARCHIST VIEW

Sir,

In his article in the *McGill Reporter*, Mr. E. L. Lowry attempts to restore the terms "Power" and "Authority" to their original meaning by cleansing them from the prejudice they have acquired. Words do acquire a bad meaning: such terms as "tyrant", "despot", "dictator" were not originally terms of abuse applied to oppressive rulers. The term "fascist" so often heard nowadays originally meant a member of a certain Italian political party.

There have been many views regarding the nature of Power. In Nietzsche's philosophy the Will to Power is the highest human motivation and weakness is despised. It has been claimed, perhaps unfairly, that the Nazi ideology has been influenced by Nietzsche. The Nazis certainly viewed Power as good. The liberal democrat regards Power as neither good nor bad in itself but as neutral, capable of being used for either good or evil. To the Marxist Power is evil if held by the wrong class, the capitalist exploiters. It will become good when seized by the Proletariat. Finally the anarchist regards Power as basically evil, corrupting even those who seize it with the noblest intentions. Jacobin terror in France and Bolshevik terror in Russia being typical examples. The anarchists are probably the only revolutionaries who strive to overthrow the existing power structure without proposing to build a new one in its place. They strive not to seize Power but to destroy it altogether.

Contrary to the popular view the anarchists are not opposed to all forms of Authority. The anarchist will have the highest respect for the authority of a teacher, of a doctor or even of an orchestra conductor in his particular field. It is only when Authority becomes invested with the Power to coerce and intimidate into obedience, as is too often the case, that the anarchist will struggle against it. "The good, from the moment that it is commanded, becomes evil" says Bakunin. "Fear . . . is the sign of a sick society" says Mr. Lowry. Yet every form of coercive authority is based on fear, the most terrible of all being the institution of the State with its power to imprison, sometimes to kill. Coercion and intimidation produce hate. "Hate, whether between protectors and protected, givers and takers, suppliers and customers, is no basis for anything but a sick society," says Mr. Lowry. Is it the basis or is it the symptom of a sick society? Hatred of the oppressed for the oppressor, of the exploited for the exploiter is a most natural human reaction. True, the perfect man resists oppression without personal hate for the oppressor. In this precisely consisted the greatness of Gandhi and Martin Luther King. Perhaps our hate is the expression of our helplessness, our inability to resist, our lack of courage of a Gandhi or a King?

But let us have another look at the other, "creative" meaning of Authority: derived from the verb "wladac" (to rule), means Authority invested with the power to coerce. The polite way of addressing a policeman in pre-war Poland was "Panie Wladzol" (Mr. Authority). "Autorytet" can only mean a moral or a scientific authority such as the "autorytet" of a scholar in his field. Anarchism, while uncompromisingly opposed to all forms of "Wladza", respects "Autorytet" although it may question it. "Autorytet" should by its very nature inspire enough respect so as not to need to resort to coercion and intimidation and degenerate into a "Wladza". With this interpretation of Power and Authority let us look at McGill (or any University):

"Is it a haven where one may tread the paths of knowledge in a search for wisdom, or is it a sewer through whose filth youth must crawl to reach maturity?" asks Mr. Lowry. I think it depends on your parents' budget, on whether you live in a beautiful mansion in Westmount or in a dark cellar in the Ghetto. Like all of us Mr. Lowry has his dream of the ideal University. He tries to express this dream as it is dreamt by students, faculty and other groups connected with or interested in McGill:

"We the students look to this office (of Principal and Vice-Chancellor) in the expectation that McGill will help us find the good life which has been the vision of youth throughout the ages." Have McGill students no higher ideals than the bourgeois materialist ambition of "the good life"? Is this what their participation in demonstrations is about? I think Mr. Lowry is out of touch with McGill. Having four children at McGill is not the same as being there yourself.

"We the leaders of the nation look, that Canada may have people with advanced gifts of knowledge and specialized skills to offer to her service." To Canada's service? Or to the service

of American imperialism dominating Canada? Must the best brains in Canada be used for the search of a better napalm to burn Vietnamese women and children or for a better bomb which will kill people without destroying objects? So it will be if the University offers her children technical knowledge without inspiring them with an ethical ideal.

The office of Principal and Vice-Chancellor (or President or Rector, whatever the nomenclature) is a noble one, worthy of our highest respect. The "Autorytet" of its holder should be such that he should never feel the need to become a "Wladza" and extract obedience by coercion or intimidation. "We find our hearts captured by the vision presented to us by our leader so that we give ourselves to a cause we feel worthy of our devotion" rightly says Mr. Lowry. One University Head comes to my mind: the great Spanish philosopher, Miguel de Unamuno, Rector of the University of Salamanca who defied the power of the Franquist counter-revolution with these noble words: "You will win, because you possess more brute force than you need. But you shall not convince. Because, in order to convince, you must persuade. And, in order to persuade, you need what you lack: Reason and Justice in the struggle." Placed under house arrest Unamuno died several weeks later, but the "Autorytet" of his words lives to inspire the Spanish students. Unamuno was not an anarchist, but no anarchist can fail to respect his courage and devotion to the cause of Freedom.

May I now take the liberty to paraphrase Mr. Lowry's expression:

We the students of the world look to the Heads of our Universities to inspire us with their "Autorytet" in our struggle against the injustice of capitalism on one side of the Curtain of Power, against the tyrannical "Wladza" of a false communism on the other. We look to the heads of our universities to denounce in one voice the Russian invasion of Czechoslovakia, the Chinese invasion of Tibet and the atrocious American invasion of Vietnam just as the Rector of Salamanca had denounced the Fascist counter-revolution in Spain.

Jan W. Weryho  
Institute of Islamic Studies

## THE PRICE OF FREEDOM

Sir,

To most liberal democrats the thumbnail sketches of members of Senate in the *McGill Daily* of October 31 were deplorable. At best the portraits of senior members of the university were condescending, and at worst they were dishonest and rude. My sympathy goes out to Deans Cohen and Frost in particular, but many others were unjustly accused by innuendo. How can a reporter know what is going on in Dean Cohen's mind as he visits the Westmount library? What honesty is there in quoting Dean Frost's words on CEGEPS out of context? And is he really a reactionary? He has done so much hard and constructive work for McGill in his quiet and competent way that I think the remark hardly does him justice. This is the *Time* Magazine type of reporting at its worst. As Mao Tse-Tung says "The most ridiculous person in the world is the 'know-all' who picks up a smattering of hearsay knowledge and proclaims himself 'the world's number one authority' . . . Knowledge is a matter of science and no dishonesty or conceit whatsoever is permissible."

The price of freedom is indeed eternal vigilance. We must fight to preserve those freedoms that give and

enhance human dignity, not of some man but of all men.

I conclude with a short quotation from Adolph Hitler, which is worth pondering.

"The very first essential for success is a perpetually constant and regular employment of violence."

Yours sincerely,

B. G. Newman

Canadaire Professor of Aerodynamics

AGAINST STUDENT  
POWER

Sir:

(A Necessary Introduction)

The following article might seem, at first glance, to be an out-and-out condemnation of student power. It is not. I am criticizing the "mentality" of student power, in its present form, more than anything else. What disturbs me is the general lack of self-criticism that seems to be inherent within the ranks of student powerites. It seems to me that the motives of any particular power-play or political group should be examined, and student power is no exception.

Many of the arguments raised in my article are deliberately ambiguous. My aim here is not to "prove" anything. Rather, I would hope that the article will act as a catalyst for serious thought and discussion on the various characteristics of student power.

"... if you are carrying pictures of Chairman Mao, . . . you're not going to make it with anyone anyhow . . ."

— the Beatles in "Revolution"

On the walls of many student offices in universities across the country you will likely find a poster of Che Guevara. If not Guevara, you will see either Mao Tse-Tung, Fidel Castro, or Stokely Carmichael. Or, as a joke, a poster of Moshe Dayan with a "We Try Harder" button pinned to his lapel. The posters, of course, are symbols. They depict the heroes of revolution in all their glory. They are larger than life, easy to look at, and it is considered hip to have them on the wall. A Mao poster is a status symbol of sorts; one look at it and you know that the inhabitant of the space between those four walls must believe in Student Power, and all of the other affiliated movements that are sweeping the minds of the current university generation.

No other student phenomenon has received so much attention from the mass media than Student Power. We see countless numbers of pictures of unkempt youths sitting-in, protesting what they call authoritarian university management. We view student leaders, on makeshift rostrums, bitterly denouncing and demanding the resignation of university governors. We are constantly exposed to a flood of articles that inform us of the presence of Student Power. "The long cold winter" is how some analysts might describe the upcoming university year. However, for all the accounts we have read on student power manifestations, there are few commentators who are willing to take issue with the main characteristics of this phenomenon.

The university activists are after one thing: power. They argue that, since students support the university "industry," students should be given an important voice in university management. If student leaders would have a concrete ideology to work from, if they had a workable program available for use, then perhaps they might be more effective in the implementation of their desires. Unfortunately, they do not. Their aim is "power." Their technique is characterized by sensationalism and disruption, and little substance. Student leaders do not bother to advance proposals as to how they would better the educational system. They never say what they would do once power has been achieved. All we do hear is a boring rhetoric that maintains dogmatically, "Don't trust

anyone over thirty." This slogan is typical of the arrogance that is a mainstay of the mind of the student activist. The student powerite assumes that anything "old" must, by nature, be viewed with cynicism, that every nook and cranny of the establishment, must, by concept, be infested with worms.

Impatience with the establishment is a natural trait of the young, and it is not altogether undesirable. There is, after all, much to complain about. But this impatience achieves nothing when it is used with reckless abandon. Student leaders do not consider the element of time in their protests. Indeed, they hold a romanticized view of "revolution." They have not realized that revolutions do not come easily, and that no revolution in world history has succeeded one hundred per cent. The opinions of people are not changed overnight. It takes time, and, quite often, the time spent changing people's minds is tedious and painstaking. Change is usually effected from the inside, not the outside, and since it is much more difficult to work from within, the students want no part of it. This position indicates, to me, that the student powerites are not willing to sacrifice part of their king-sized egos to work for a lasting change. Indeed, the student power movement can be accurately described as a glorification of the ego.

Student powerites also find it fashionable these days to dabble in questions of "morality," and their happy hunting ground is the Viet Nam war. They profess moral outrage at this war, and, as a result, they demand that such companies as Dow Chemicals—which manufactures goods for use in Viet Nam—discontinue on-campus job recruiting. Here is where their moral outrage becomes warped and fascist-oriented. No matter what side you are on, the morality or immorality of American involvement in Viet Nam is still a matter of opinion. To suppress Dow Chemicals for being involved in this "bad side" of the coin is a totalitarian gesture. This type of thinking is comparable to Hitler's view of the socialists and Communists in pre-war Germany; it is not unlike Joe McCarthy's witch hunt of the early fifties. Furthermore, this type of thinking would enable anyone to outlaw a campus Communist club, or any other "disagreeable" campus element, and, before you'd know it, you would not have protesters in the first place. There are two courses of action for anti-war protesters in the Dow Chemical case: 1) press to ban the company from the campus, or, 2) try to persuade fellow students not to apply for jobs at Dow Chemicals because to do so would be to knowingly comply with the killing of innocent Vietnamese. The student powerites have chosen the first approach because it is the easiest thing to demand, and no real effort has to be undertaken to change people's minds on the subject. The latter approach is naturally the more difficult one (although it seems to me to be the only ethical one); thus, student power people have nothing to do with it. This stance indicates that, as well as being immature and impatient, they can be as narrow-minded as their opponents. They are convinced that the only way to change people's opinions is by arbitrary action; their years at university have not taught them that social change is a process of continuing education, and that the only way things change in a democratic society is when an active and thinking majority gives its nod to the implementation of that change. To confront the masses and create such a majority is the difficult task that the student powerites constantly evade. It is the glamour of it all that interests them.

It is the boorishness of student activists that repels me. They are convinced they have a monopoly on good, on righteousness. When pressed for a philosophical explanation of why they protest, they seldom speak from an individually thought-out position; instead they will root out the same well-worn clichés from Che Guevara or Herbert Marcuse, and they will point knowingly to their poster of Stokely and say "That's where it's at, baby." To them, no further explanations are needed. To them, it is immaterial whether the ordinary citizen understands their protest. This attitude, to me, underlines the basic arrogance of the student protesters. If they are really attempting to change the society they live in, it is the ordinary citizen that the protesters must inevitably face.

Most great advances and social changes are implemented by the middle

class, and it is foolhardy and irresponsible to ignore this group.

This unpredictable year of political strife and conflict has brought out some noteworthy achievements from a sector of the young generation that wants change. That sector was not made up of hippies who sit around idly doing their thing (which, in most cases, is nothing) nor was it constituted of the student hippies who have yet to produce anything positive for their society as a whole. But, one need only look at Eugene McCarthy's campaign to see that organized dissent can be channelled into a politics that is able to produce a real consensus. Without the selfless work of thousands of young people, the McCarthy campaign would never have been realized. Nevertheless, many still feel that the McCarthy campaign was a failure, but this is surely a narrow-minded view. McCarthy, and his band of "kids," has laid the foundation for serious dissent within his own party. His political philosophies may have been repulsed this year, but it is obvious that they constitute the wave of the future, and that they pose a threat to the most notorious of the establishment politicians. (In contrast, student power—in its present form—tends to do the opposite. It solidifies the establishment against the students, because of the support of an angry, confused mass public.) By waging his campaign, McCarthy gave young people a chance to protest from the inside, and he also polarized a segment of public dissent that previously had no representation in either of the two main American political parties.

This kind of spirit has not found its way into the hearts of student protesters. Instead, we see young people fleeing the very ideals of freedom and individualism (for all) that some of their so-called heroes have fought for. Because they have never bothered to study varying political or moral philosophies with anything but surface attention, the political pronouncements of many student activists take the form of garbled, simple-minded rhetoric. This rhetoric is an immature, fuzzy conglomeration of the fashionable protest philosophies of the day and the latest edicts of the current cult heroes. When student leaders begin to talk about poverty and civil rights they expose their basic hollowiness; they hardly know what they are talking about because they've never gone hungry and they have never been discriminated against to any large degree. Yet, because they have no real perspective on such matters, they speak about them with the plousness of a priest and the long-time suffering of a martyr.

Finally, a word or two on the actual style of the student protests. Fundamentally, this type is singularly characterized by a complete lack of conflict. It is smug. Student dissent seems to be fabricated beforehand, and applied to a given situation without much real thought. The protesters merely go through the motions. Outrage. Definition of "rights" and "wrongs." Sit-in or sit-down strike. The results are usually unclear; there is talk of a more liberal-minded approach on the part of university officials, but things usually fall by the wayside. More importantly, they fall out of context. The real problem of the modern university—overcrowding, inadequate texts, alienation and automation, new teaching and learning processes— are almost never tackled with earnestness. These things are never a part of the all-important student rhetoric. The students are out solely to better their own lot, and they do not seem to have education as their aim. There is little soul-searching within the Movement. There is little dedication to the society the students will inherit. Because of this, student power is ultimately boring, and irrelevant to the needs of the future. The student activists may accurately be termed the charlatans of the sixties. The student power movement owns all the characteristics of die-hard conservatism.

Does it take courage, moral or physical, to be an advocate of student power in its present obtuse form? Is there any kind of heroism involved in marching for such self-centered purposes? I am of the opinion that there is no such heroism in evidence, because there is little at stake and even less danger involved. Police brutality? (Students cannot look at a policeman without muttering that slogan.) Police brutality exists (and sometimes in excessive proportions, as was seen at Chicago), but, to me, police brutality is a logical extension of a society that is baffled by the student power phenomenon ("What do they want?"). And, because of their refusal to provide a liaison with the "straight" world, the student power movement must shoulder some of the blame for this confused, if brutal, reaction.

Juan Rodriguez.

(The writer of this article describes himself as "being twenty, wears his hair long, is an admirer of Bob Dylan and the Rolling Stones, is now sitting in on two McGill courses, and earns his living writing free lance—Editor)

## CAMPUS

**HERE AND THERE:** McGill graduates gather at the Blue Bonnets race track tomorrow evening for dinner and a dabble at the races. The ninth race, we are told, will be called the "McGill Trot". ■ MSEA, otherwise known as The McGill Students Entrepreneurial Agencies, advertising its services (i.e. bartenders, tutors, babysitters, etc.) and its divisions (market research, computers, publishing, entertainment, advertising and maintenance). The organization exists "to help McGill students alleviate financial pressures". More information: phone 392-3094. ■ The most intriguing lecture topic we've heard of for some time is: "Can a Woman Behave Like a Man?". The lecturer: who else but Dr. Charlotte Whitton, ex-mayor of Ottawa? Sponsored by the Alumnae Society, the event takes place November 28 in the ballroom of the Faculty Club at 8.15 p.m. ■ The History Association of Montreal and the Quebec Association of Teachers of History sponsoring a series of lectures on "The Evolution of Canadian Society". Next lecture, "The Upper Canadian Aristocracy" by Stan Mealing, Carleton University, scheduled for November 14 at Vanier Library Auditorium, Loyola College. ■ Professor Richard Stevenson's pride and joy, the McGill University Magnet Laboratory in Longueuil, will be officially opened on Saturday, November 16.

**MAINLY PERSONAL:** Louis Dudek (English) awarded one of the \$2500 "Prix littéraires de la province" in the English-language category for his "Atlantis". The annual prizes are bestowed by "le ministère des affaires culturelles". ■ Two McGill doctors, connected with the department of pediatrics and the Montreal Children's Hospital have received the 1968 E. Mead Johnson Awards: Dr. Mary Ellen Avery for her contributions in the field of respiratory physiology of the newborn; Dr. Charles Scrifer for his study of the mechanisms which allow amino acids to penetrate cell membranes. ■ Students' Council, at its meeting October 16, appointed Derek Power chairman of the Winter Carnival 1968-69. Dates of the Carnival: February 17-22. ■ Members of the administrative staff to fête John Baldwin, former Supervisor of the Mail Room who retired August 31 after 21 years of service, at a gathering in the Administration Building November 21. ■ Mark Starowicz, editor, McGill Daily, John Fekete, listed as "student radical" and Jean Doré, past president Université de Montréal students, will be featured in a "Student Talk-in" November 26, under sponsorship of the McGill Society of Montreal, local graduates' association. Peter Desbarats (Seven on Six) to moderate.

**MODERN APPROACH TO ANCIENT GREEK:** A program concerned with teaching Classical Greek through the "structural approach", conducted by Dr. C. D. Ellis (Linguistics) and Dr. Albert Schachter (Classics) has recently received a Ford Foundation grant of \$48,520 U.S. This money will enable the program to develop texts, tapes and teachers' manuals over the next two years. Dr. Ellis and Dr. Schachter point out that the new program aims to "bring the student to a firm operating control of the basic structural features of Classical Greek, employing methods devised for the teaching of modern foreign languages". There are 14 students taking the course this year. The project, housed at 3465 Peel Street, will soon be joined by J. G. Griffith, Fellow and Tutor in Classics at Jesus College, Oxford. Mr. Griffith will be consultant in Greek prose composition.

**FOR THOSE WHO LIKE POT:** Only POT in this case refers to Physical and Occupational Therapy. The School, which celebrated its 25th anniversary at the end of October, was founded by its present director, Dr. Guy Fisk, who remembers that when he started it up in 1943, there were eight students. Today, 310 students are enrolled (including the first two men), headed for the Bachelor's degree in physical and occupational therapy and the five-years B.Sc. degree in physical therapy. Both professions involve the use of therapeutic exercise to treat both injury and disease, but Mrs. Helen Gault, assistant professor in charge of the physical therapy section sums it up this way: "We stress exercise, occupational therapists stress purposeful activity."

① STUDENT POWER  
THE SIXTIES.② POWERED STUDENT  
THE SEVENTIES.



## SKETCHES FROM "SERJEANT MUSGRAVE'S DANCE"

A play by John Arden who was born in Yorkshire in 1930. As performed by the members of the McGill Player's Club in the Union Theatre from November sixth to ninth 1968. Directed by Peter Moss. Lights and sets by Gavin Simple. Costumes by Barbara Fraser and Danny Freedman.

"The play is set in 1879. A serjeant and three soldiers descend on a snowbound Northern town, ostensibly seeking recruits. They are in fact deserters, and their leader is obsessed with a feverish mission to awaken his countrymen to the futility and cruelty of war."

Illustrations by Allison Green



SERJEANT MUSGRAVE: *D'ye hear me, d'ye hear me — I'm the Queen of England's man, and I'm wearing her coat and I know her Book backwards. I'm Black Jack Musgrave, me, the hardest serjeant of the line.*

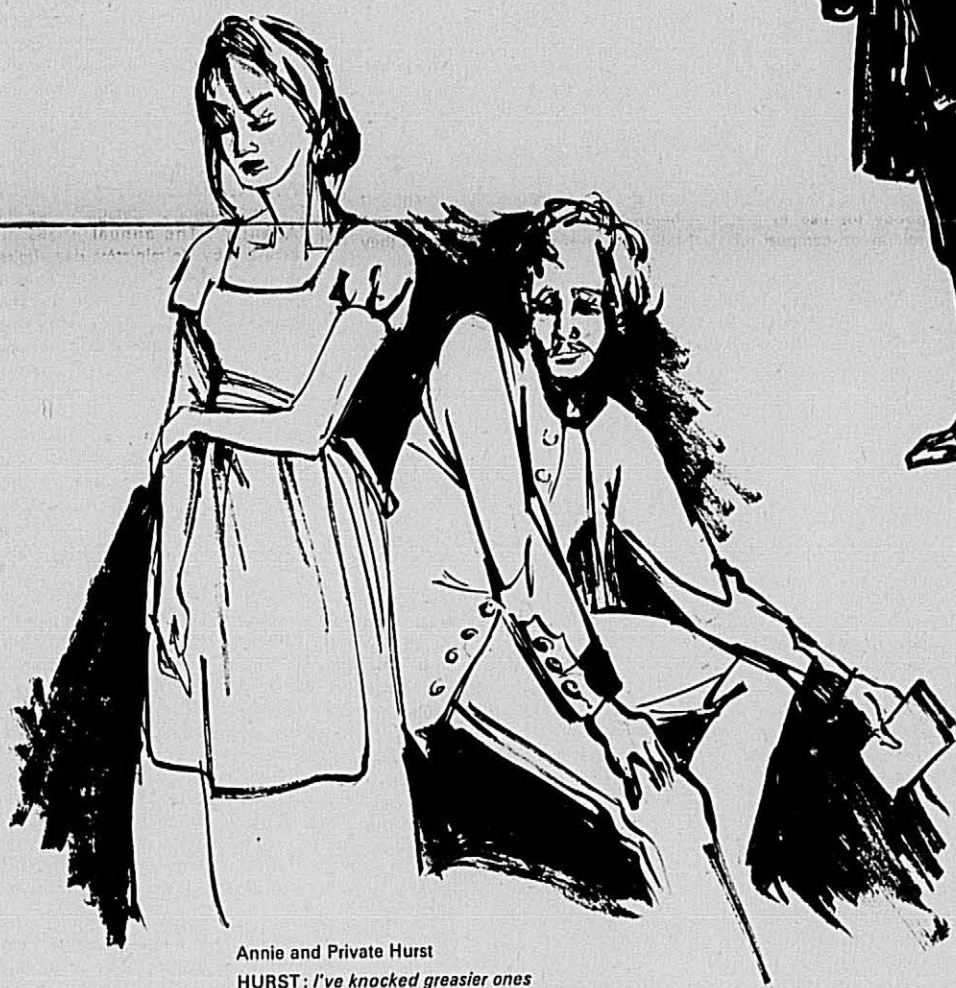
MUSGRAVE PLAYED BY BOB CARTIER.



Constable and the Mayor

MAYOR: *The Queen's got wars, she's got rebellions. Over the Sea. All right. Beat these fellers' drums high around the town. Red coats and flags. Drums, liles and glory. Get rid o' the troublemakers.*

CONSTABLE PLAYED BY PETER BIERMAN.  
MAYOR PLAYED BY EARNEST DESA.



Annie and Private Hurst

HURST: *I've knocked greasier ones than you between me porridge and me bacon. Gay and greasy, like I'm!*

ANNIE PLAYED BY VALERIE SINCLAIR  
HURST PLAYED BY JOHN HUG



PRIVATE HURST (to the crowd): *We've earned our living by beating and killing folk like yourselves in the streets of their own city. Well, it's drove us mad — and so we come back here to tell you now and to show you what it's like. The ones we want to deal with aren't for a change, you and your mates, but a bit higher up. The ones as never get hurt.*

## THAT STILL LIVING ART

CANADIAN SHORT STORIES. Second Series. Edited by Robert Weaver. Oxford University Press, Toronto. \$2.95 Paper; \$6.50 Cloth.

reviewed by  
Constance Beresford-Howe

Robert Weaver's latest selection of Canadian short stories is sure to please readers not only for its generally high quality but for its refreshing breadth and variety. The settings range from an Ontario tobacco farm to an orthodox Jewish home on St. Urbain Street; the people are Yorkville hippies, North country loggers, and visitors to Israel. Included are tales by veteran writers like Morley Callaghan, Ethel Wilson, and Mavis Gallant, as well as a generous handful of stories by comparative newcomers like Shirley Faessler, David Helwig, and David Godfrey. The editor has chosen work written over a period of thirty years (between 1938 and 1968), and this lends a new perspective to the familiar work of such writers as Callaghan. His story, "Ancient Lineage" is narrated in the laconic Hemingway-esque manner of its day which now seems to have a laboured sort of portentousness out of all proportion to what it reveals:

She was close to forty, her big body relaxed in the chair. He looked at his watch and suggested he would be going. She stretched her legs gracefully, pouting, inviting him to stay a while longer, but he was standing up, tucking his magazine under his arm.

Reading this and the following tale, "Haply the Soul of My Grandmother" by Ethel Wilson, makes one wonder why Callaghan's reputation for short stories ever grew so impressive, and why Mrs. Wilson's has never really grown at all, for "Haply" is a potent, beautifully evocative and suggestive little story (about tourists in Egypt) that haunts the memory long after it has been read.

Triviality, the great bugbear of short fiction, is a trap in which we find more than one expert writer like Mordecai Richler ("Some Grist for Mervyn's Mill"). It takes the superb professional skill of a Mavis Gallant to enlarge the petty experiences of ignorant, lonely little people into universal meaning and value as she does in both tales in this book, "Bernadette", and "My Heart is Broken."

One or two of the younger writers represented in Weaver's new collection — most notably Alice Munro — provide a genuine shock of delight and discovery. Her long story, "The Peace of Utrecht", is the best in the book. It is a story of two daughters and their long imprisonment by the slow-killing, disfiguring disease of their mother. Both the theme and the central metaphor are suggested by Miss Munro's simple description of the family home:

The red brick of which the house is built looked harsh and hot in the sun, and was marked in two or three places by long, grimacing cracks.

Almost as compelling and quiet a drama is presented by the same writer in "The Dance of the Happy Shades", about the annual recital organized by two old piano teachers. Miss Munro is a kind of magician, transforming the prosaic into poetry in her description of the sisters:

It must finally have come to seem like a piece of luck to them to be so ugly, a protection against life to be marked, in so many ways, impossible, for they were gay as invulnerable and childish people are; they appeared sexless, wild, and gentle creatures, bizarre yet domestic, living in their house in Rosedale outside the complications of time.

Canadian Short Stories then reminds us — if we had forgotten — how compact and powerful an art form the short story is, and how effectively some Canadian writers have mastered that still living art.

Dr. Beresford-Howe is an Associate Professor of English.

## AMBI- TIOUS BUT...

A Mr. Andrew Allen (the name, I take it, is not a nom de plume) has, in a fit of æsthetic pique, called into question the form and content of the McGill Reporter, addressing his scathing denunciations of content particularly at the film column. Since his was the second letter in as many weeks to the effect that I know not whereof I speak, I am tempted to feel like the centre of a storm of controversy. In Canada, two critical letters to the editor qualifies the object of the criticism as the centre of a storm of con-

troversy. Should a third such letter appear, I will certainly be featured on the cover of MacLeans, and be asked to host a hard-hitting birth control discussion on the CBC.

I must, however, put aside these dreams of instant celebrity and consider the valid question that Mr. Allen has raised: what is the "relevance" of my — or anybody's — comments on film "to McGill?"

In last issue's "Coming Events" column, 26 films were listed. And only 7 lectures. Obviously, film is relevant to somebody at McGill, and a column which concerns itself with film in the context of the university should be relevant, too. This task from time to time is mine to attempt. I suspect that The Reporter assigned it to me for reasons of economy. Not only do I work cheaply, but occasionally I inspire a letter to the editor, which the paper gets to print absolutely free.

One sympathizes with the organizers of McGill's "Serie d'essai". They had a good idea: to "study the potentials of film through contrasting viewpoints and styles, by investigating social themes..." But consider. They booked the Kuchars' *Sins of the Fleshpoids* last month, and quite reasonably wanted to show it in a context of the movies it satirizes. They probably imagined a sequence of clips from *Frankenstein*, *The Mysterians*, *Rodan*, *Godzilla*, *Black Lagoon*, maybe even *2001* — a collage of the whole anti-utopia, what-hath-science-wrought, robot-monster syndrome. They probably hoped to screen at least part of *Creation of the Humanoids*, the 1964 B movie which is parodied by *Fleshpoids*.

Probably, they wanted somehow to refer backward to the Faust and Pandora myths, and outward to science fiction generally, and to the Kapek play *RUR* which first inspired robots and robot-phobia.

But they, and we, had finally to be satisfied with some programme notes and a couple of reels of *King Kong* — the French version, at that.

Now, *King Kong* is a pretty good flick. Better, all things considered, than *Fleshpoids*. And it was a timely choice, since just to the south of us, it happens to be enjoying a continuous run within the darkened theatre of George Wallace's mind. (He thinks it's an allegory. As did the McGill audience, who hissed and booed as the airborne riot squads strafed King Viet Kong).

In fact, *King Kong* is so good that 30 minutes into it, you forget that you're watching it in any "Essai" context at all, because you're having so much fun.

On the eighth of November there was an ambitious "Essai" on the subject of the Cold War. And it would seem from the squib on the programme, that the organizers of the series wished to make a point, or suggest a nexus of thought, not unlike that made or suggested by Pauline Kael in "Morality Plays Left and Right."

In the longest and concluding essay of her *I Lost It At The Movies* collection, Miss Kael says some wise and controversial things about movies and the Cold War. And, although she is chiefly concerned with two films, she mentions or discusses at least 20 others. She can make these references and cross-references without printing pages of the original scenarios, because she is doing an old fashioned, linear-type essay.

We children of the new media, however, must content ourselves with implied comparisons and contrasts, or critical theories upon which we must speculate and contemplate curing films screened in their pristine entirety.

A film essay on the Cold War should probably include *Action in the North Atlantic* and *Point of Order*, the two movies actually scheduled. But it should also include clips, sequences, loops and freeze frames from many other movies, east and west. *The Victors*, *Porkchop Hill*, *Night People*, *From Russia With Love*, *The Prisoner*... author's message bits from films by Lardner and Trumbo and the other blacklisted American screenplay writers... perhaps even Army and civil defense training films and other international propaganda... certainly *Strangelove*... But it can't.

No film society has the budget to rent all those films, much less the budget to buy them, cut, edit, and splice the prints.

And so the Serie d'essai turns out to be not a "study... exploration... investigation..." after all. At best, it's a brief anthology, held together by the marginalia handed out at the door.

Enormous technical difficulties arise from an attempt to study "the film as literature" in a conventional academic manner, whether in primary grades or in universities. Because you can't underline a jump cut for discussion in class on Monday. And the serie d'essai, for all its commendable ambition, and excellent choice of topics and films, has emphasized, not solved, those difficulties.

SEAN KELLY



# coming events

11 NOVEMBER TO 18 NOVEMBER

Send notices, photos, of Coming Events to: J. Macurdy, Local 5306, Information Office, McGill. By Wednesday, 10 a.m., one week in advance.

## MONDAY 11

**THE HAWK:** By Don Dorrance. Instant Theatre premiere of free verse play examining war as history and history as war, through multi-media effects. Dir. Ian de Voy. Place Ville Marie, 12:00, 12:40, 1:20 p.m. General admission \$1, students 75¢. 878-2589.

**REGULATION OF THIOKINASE ACTIVITY:** Biochemistry seminar with Dr. Benjamin Shapiro (Hebrew Univ., Jerusalem). 4:30 p.m., Palmer Howard Theatre, McIntyre Bldg.

**HISTORIOGRAPHY:** History & Philosophy of Education seminar, for Ed. 621 and Education graduate students, with Prof. R. Wensley. 6 p.m., Centennial Centre, Room 210, Macdonald College.

**CINEMATHEQUE CANADIENNE:** "Der Prozess," dir. G. W. Pabst, Austria, 1947, (Fr.) 7 p.m. "Les Montagnes d'or," dir. Serguei Youkevitch, U.S.S.R., 1931, (Fr.) 9:30 p.m. PSCAud.

**HEBREW LANGUAGE INSTRUCTION:** Hillel Informal Education Program. Course — Hillel members \$5, non-members \$8. 7:30 p.m., Hillel House, 3460 Stanley Street, 845-9171.

**JULIUS CAESAR:** Literary Society film series. Starring Marlon Brando, James Mason. 8 p.m., L-132, 50¢.

**HOCKEY:** vs. S.G.W.U. at McGill 8 p.m.

## TUESDAY 12

**THE MORAL QUESTIONS VIETNAM:** Film and lecture by Rev. James Fleck, S.J., of Detroit. Noon, Vanier Auditorium, Loyola College. Free.

**UPPSALA 1968 — IMPLICATIONS FOR MISSION:** Faculty of Divinity lecture by Rev. Philip Potter (World Council of Churches). 4 p.m., Divinity Hall, 3520 University, Rm. 3. Open to all.

**CINEMATHEQUE:** Animation Cinema (Canada) 7 p.m. "Odná," dir. Grigori Kozintsev and Leonid Trauberg, U.S.S.R., 1931, (Fr.) 9:30 p.m. PSCAud.

**BASIC JUDAISM:** Hillel Informal Education Program. Instructor — Rabbi J. Deitcher. 7:30 p.m., 3460 Stanley Street. Hillel members \$5, non-members \$8 for course. 845-9171.

**MCGILL TROT:** Blue Bonnets evening sponsored by McGill Society of Montreal. Admission and dinner \$6. 7:45 p.m., Blue Bonnets race track. Tickets from the McGill Society, 3618 University.

**SPACE AGE ASTRONOMY:** Royal Astronomical Society presentation in series "Eight Steps to the Stars." Dow Planetarium Classroom, 8 p.m., \$1.50.

**VLADIMIR LANCMAN, VIOLIN:** MSO concert. Mozart — "Symphonie KV. 297 'Parisienne'." Bruch — "Concerto Op. 26." R. Murray Schäfer — "Oeuvre commandée." Berlioz — "Les Francs Juges Overture." Dir. Franz-Paul Decker. 8:30 p.m., Salle Wilfrid Pelletier.

**MCGILL WOMEN ASSOCIATES BOOK DISCUSSION GROUP:** Contemporary literature. Call Mrs. E. R. Pounder, 486-2188 or Mrs. Barid Mukherjee, 843-6900 for further information.

## WEDNESDAY 13

**THE QUEBEC LABOUR MOVEMENT TODAY — ITS HISTORICAL ROOTS:** Lecture (Labour Economics 306) by Dr. Charles Lipton. Members of University and Industrial Relations Community invited to attend. 8:40 a.m. Leacock 13.

**GERALD WHEELER, ORGAN:** Noon-hour recital. D. Scarlatti — "Two Sonatas." César Franck — "Chorale No. 3 in A. minor." Ernst Pepping — "Three Chorale Preludes." Jean Langlais — "Prelude on 'Coronation.'" Georgi Mushel — "Toccata." 12:50 p.m. Christ Church Cathedral, 1440 Union Avenue. Free.

**QUATORZE JUILLET:** Museum of Fine Arts Cinémuse series. By René Clair, with Annabella and Georges Rigaud. 6:30 and 8:30 p.m. Free.

**CINEMATHEQUE:** Laurel & Hardy — "Two Tars," "Double Whoopie," "Big Business," "The Music Box." 7 p.m. "Les Derniers Jours d'Hitler," dir. G. W. Pabst, Germany, 1955, (Fr.) 9:30 p.m. PSCAud.

**ISRAEL: POLITICS & SOCIETY:** Hillel Informal Education Program. Course, Hillel members \$5, non-members \$8. Instructors — Norman May and Zalman Amit. 7:30 p.m., 3460 Stanley St. 845-9171.

**TRADITION, CHANGE, AND MODERNITY — SOME REFLECTIONS ON THE VARIETY OF POST-TRADITIONAL REGIMES:** Centre for Developing Area Studies seminar with Prof. S. N. Eisenstadt, (Hebrew Univ., Jerusalem.) 8 p.m., Leacock Council Room.

**TIME AS A SUBJECT IN MODERN LITERATURE AND PAINTING:** Slides and lecture by Friedhelm Lach, (Univ. of Montreal) whose paintings are on exhibit in the Vanier Library. 8 p.m., Vanier Library, Loyola College. Free.

**WILD ANGELS:** Film Society, Cinematix series. Dir. by Roger Corman, U.S.A., 1966. 8 p.m., L-132.

**DE MENIL COLLECTION OF CUBIST ART:** Paintings, drawings and watercolors by Braque, Picasso, Léger, Gris, and others. Museum of Fine Arts until December 3.

**MCGILL WOMEN ASSOCIATES:** Art Interest Group, 9:30 a.m. For further information, Mrs. W. M. Williams, 932-1723. Creative Writing Group. For further information, Mrs. H. L. Dawson 484-5323.

**WATERPOLO:** vs. S.G.W.U. at S.G.W.U. 7 p.m.

## THURSDAY 14

**THE COTTER FOLK:** Noon-hour concert with Irish folk trio. Main Auditorium, Loyola College, 25¢.

**HAVE YOU FOUND YOURSELF?:** Christian Science lecture by William Henry Alton (New York City). 1 p.m., Leacock 12, open to campus public.

**THE TYPISTS:** McGill Players presentation of play by Murray Shisgall ("Luv," "The Tiger"). Dir. Paula Sperdakos. Starring Judith Hodgson, John Hug. Sandwich Theatre, 1 p.m. Free. To November 22.

**WEBER — SOCIOLOGY AND DISENCHANTMENT IN IMPERIAL GERMANY:** McGill History Society lecture by Prof. Arthur Mitzman (Univ. of Rochester). 2:30 p.m., Leacock Council Room, 8th floor.

**JOHN POPOVIC EXHIBIT:** Young Yugoslav painter, who describes his idea of nature as "celestialism." His paintings are studies of light, in shimmering color, described by critics as "hypnotizing," and as "strange, exotic blooms, full of light." Gallery Moos, 1430 Sherbrooke W., 842-2747.

**CHAKI:** Recent paintings. Waddington Galleries, 1456 Sherbrooke W.

**CINEMATHEQUE:** "Ivan," dir. Alexandre Dovjenco, U.S.S.R., 1932, (Fr.) 7 p.m. "Prière Pour Catherine Horowitz," dir. A. Movkalyk, Czechoslovakia, 1965, (Fr.) 9:30 p.m. PSCAud.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** "Invention of Destruction," dir. K. Zeman, Czechoslovakia, 1957, 7:30 p.m. "Phantom of the Opera," dir. R. Julian, USA, 1925, 9:30 p.m. S.G.W. Univ. Hall Bldg., Maisonneuve and Bishop. 50¢.

**D. G. JONES, POET:** Reading from his works. Literary Society members free, others 50¢. 8 p.m., Leacock Council Room.



Michael Pollard ponders a shot in "Wild Angels" (dir. Roger Corman), Film Society Cinematix Series. See Wednesday.



Théâtre du Gesu's French production of Ben Jonson's "Volpone". See Saturday.

## FRIDAY 15

**CANADA AND THE UNITED STATES IN THE GREAT DEPRESSION:**

Canadian Assoc. for American Studies, 4th Annual Conference. Registration: 9 a.m., Leacock Bldg., Rm. 26. *The Government and the Depression*: 1. "The 1930's in the U.S. and Canada — Some Contrasts," Frank Scott (McGill, French Canada Studies). 2. "The Constitutional Revolution of 1937," William Leuchtenberg (Columbia U., Dept. History). 3. "Federalism in the U.S. and Canada," James Patterson (Indiana U., Dept. History). 10 a.m. Leacock 26. *Government-Depression, Part 2*: 1. "The Liberal Way," Blair Neatby (Carleton, Dept. History). 2. Panel Discussion: F. R. Scott (McGill), W. Leuchtenberg (Columbia), J. Patterson (Indiana), Blair Neatby (Carleton). 2 p.m., Leacock 26. *C.A.A.S. Banquet*: "What it felt like to be in your twenties in the thirties," address by Hugh MacLennan, (McGill, Prof. of English). 7 p.m. Tickets for each session are available at Room 155, Arts Bldg. Space is extremely limited.

**THREE PRINTMAKERS:** S.G.W. Univ. exhibit. Walter Bachinski (Ottawa), Alan Weinstein (Toronto), Arnold Saper (Winnipeg). Hall Bldg., Gallery II. Through Nov. 16. 6:30 and 9 p.m., L-132.

**THE WHITE SHEIK:** Film Society, International 16 series. Dir. Fellini, Italy, 1952. 6:30 and 9 p.m., L-132.

**CINEMATHEQUE:** "Saint-Jerome," dir. Fernand Dansereau, O.N.F., 1968. 7 p.m. "Hommes et Emplois," dir. Alexandre Matcheret, U.S.S.R., 1932 (Fr.) 9:30 p.m. PSCAud.

**YELLOW DOOR COFFEE HOUSE:** Jack Nissenson, ballads, old English songs. Every night 8:30 to 12. (Hootenanny on Sundays. Lunch every day.) 3625 Aylmer, 25¢.

## SATURDAY 16

**CANADA AND THE UNITED STATES IN THE GREAT DEPRESSION:**

Canadian Association for American Studies, 4th Annual Conference. *The Left-Wing, Involvement and Reaction*: 1. "Marxism and American Literature," Kenneth Ledbetter, (U. of Waterloo, Dept. English). 2. "The C.C.F. Party in Its Formative Years," Graham Spry (Ottawa). 10 a.m., Leacock 26. *Left-Wing, Part 2*: 1. "A Personal Response to the 1930s," Hazen Sise, (Montreal architect, helped Bothune in Spain). 2. "A Memoir of the 1930s," Saul Wellman (Detroit, former political commissar). 3. Panel: K. Ledbetter, G. Spry, H. Sise, S. Wellman. 2 p.m., L-26. *Films*: 1. N.F.B. documentary of period. 2. U.S. documentary of period. 3. Exhibition of photos of Spanish Civil War. 4. Taped music of the '30's. 4 p.m., L-26. *A Thirties Happening*: Some excerpts of plays directed by Prof. Hugh Nelson, McGill Drama Dept. 8 p.m., L-26. Tickets for each session are available at Room 155, Arts Bldg. Space is extremely limited.

**FILM ON CUBISM:** Museum of Fine Arts. 2:30 p.m. Free.

**HARA PAPA THEODOROU EXHIBIT:** Recent paintings by Montreal artist (S.G.W.U. '64). Mansfield Art Gallery, 2065 Mansfield. Until November 23. 845-1872.

**ROBERT PILOT EXHIBIT:** Retrospective of the Canadian painter's works. Museum of Fine Arts, until December 3.

**THE WHITE SHEIK:** See Friday.

**THE CAMERATA SINGERS:** Dartmouth College concert series, 8:30 p.m., Spaulding Auditorium, Dartmouth College, Hanover, New Hampshire. \$3.50.

**CE SOIR ON IMPROVISE:** By Pirandello. Theatre du Rideau Vert production. 8:30 p.m. (Sundays 7:30 p.m.) 4664 St. Denis. 844-1793.

**VOLPONE:** Théâtre du Gesu production of Ben Jonson's play. In French. Students, teachers only admitted, \$1.25. 8:30 p.m. (Weekdays 7:30 p.m., Sundays 2:30 p.m. Until November 27. 866-1200.

## SUNDAY 17

**JACKSON POLLOCK EXHIBIT:** "Drawings," last day. 2 to 4:45 p.m. Museum of Fine Arts.

**ENCOUNTER AT KWACHA HOUSE:** Augustana House film series. Negro-White debate on Black Power, filmed in Halifax. 8 p.m., 3483 Peel. Free.

**LE TARTUFFE:** Théâtre du Nouveau Monde production of Molière's play. 8:45 p.m. (Weekdays 8:15 p.m., Sundays 7:15 p.m.) Théâtre Port Royal. Student tickets 15 minutes before performance, \$1.50. 849-9371.

**GIDEON:** Paddy Chayefsky's play at the Saidye Bronfman Centre, 5170 Cote St. Catherine Rd. 737-6651.

## MONDAY 18

**INTERSYSTEMS & ENVIRONMENTS:** S.G.W. Univ. exhibit by Michael Hayden (containers), John Mills Cockell (sounds), and Blake Parker (voice). Gallery I, Hall Bldg., Maisonneuve and Bishop. Until November 30.

**DELACROIX TO PICASSO EXHIBIT:** Original works by 19th and 20th century masters. Galerie Godard Lefort, 1490 Sherbrooke W.

**TAMING OF THE SHREW:** Literary Society film series. Taylor-Burton. 8 p.m., L-132, 50¢.

**THE ORFORD QUARTET (CANADA):** Jeunesses Musicales International Series concert. Works by Haydn, Berg, Smetana. 8:30 p.m., Theatre Port Royal. 274-4378.

**DER SCHIMMELREITER:** German Literary Film week. Based on the novel by Theodor Storm. 8:30 p.m., Palmer Howard Theatre, Medical Bldg., 1200 Pine W., Free.

## RADIO MCGILL

PROGRAMMING FOR WEEK OF NOVEMBER 11 — NOVEMBER 17  
RADIO MCGILL INSOUND 12 to 2 P.M. 4 to 6 P.M.

NEWS IS PRESENTED 20 MINUTES AFTER EVERY HOUR.

**INSOUND HIGHLIGHTS:** 12 to 2 P.M. Light Listening music, 4 to 6 P.M. Mixed bag: Jazz folk rock.

**RADIO MCGILL ON CFQR (F.M.) 92.5 MEGACYCLES SUNDAYS 10 P.M. TO 12 P.M.**

NOVEMBER 17th.

**10:00 P.M. THE ICEBERG IS MELTING:** a revealing look at the theory and ideas behind the recent movements within student ranks at McGill to democratize the different departments.

**10:30 P.M. THE CONTACT THEATRE:** an examination of the relationships between the 'Hippies' and the 'Straight Society'. Guests are David Cobb, the Director of Contact, Sol Apel, a lawyer, and Rosemary Sullivan, a freelance broadcaster.

**10:45 P.M. RADIO MCGILL RAPS:** a weekly news show produced by the News and Public Affairs Department.

**11:15 P.M. BRYANT'S BAG:** Second in a series of programs by Californian composer Dan Bryant. This week a talk with Adam Symansky about Shrew Hunting.

**11:45 P.M. VOX HUMANA:** Radio McGill delves into the interesting subject of experiments in the extension of the Vocal Range.